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# Teachers' Perceptions of Plagiarism in International High Schools and Divisions in China's First-Tier Cities

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Teachers' Perceptions of Plagiarism  
in International High Schools and Divisions  
in China's First-Tier Cities  
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## Abstract

This paper explores perceptions of plagiarism among the diverse faculty in international high schools and divisions in China's first-tier cities. In survey and interviews, participants reflected previous research in their punitive attitudes and identified obvious expressions but lacked consensus on subtler forms, suggesting institutions should develop precise policies that are reevaluated and revised annually to mitigate the effects of high faculty turnover. A discrepancy was noted between low frequency of offenses reported and more than half of participants believing plagiarism was a "big issue" in their institutions. The oft-implemented parental contact as a punishment was seen as ineffective and thus should be replaced by GPA-related ones. Participants indicated they spent more time teaching about the nature of plagiarism rather than how to avoid it; this suggests teachers should reformulate the balance of knowledge and skills taught, supplementing knowledge with practical instruction on research skills, responsible Internet use, and time management.

*Keywords:* plagiarism, perceptions, teachers, China, international, high school

Teachers' Perceptions of Plagiarism  
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Academic integrity, particularly plagiarism, has been a persistent subject of study worldwide for the past few decades, especially in light of growing concerns regarding the rapid development of and access to technology. More specifically, research focusing on international students' understandings of and reasons for committing plagiarism has increased as the students' numbers hold steady and continue to grow in many Western countries' educational institutions. Researchers also have turned their attention to teachers and their perceptions regarding these issues. However, little is known about the perceptions of the ethnically diverse groups of teachers who instruct Chinese students who are preparing to study abroad when still in their motherland. This study seeks to explore the perceptions of plagiarism among the aforementioned teachers, both of local and foreign descent, who are employed by international schools as well as divisions attached to public middle and high schools in China's first-tier cities, which are considered the largest in population and gross domestic product as well as overall most developed in the country (Ming, 2017, p. 2).

These international divisions have existed alongside international schools across China for the past 15 years (Shi, 2016, p. 2). International schools in China began in the 1980s and were open only to international students initially (Zha, 2017, p. 1). The past decade in particular has seen an easing of regulations, allowing and even encouraging the establishment of such institutions in order to meet the demands of a growing middle class (Morrison, 2017, p. 1). Legal alterations have concentrated on designations and financial operations of the schools in

addition to stressing the place of and need for Chinese subjects (Keeling, 2016, p. 1). According to ISC Research's school director Richard Gaskell, "There is a huge growing desire by middle-income families throughout East Asia, particularly China, to invest significant amounts of money to give their child the best education in order to get them into the best Western Universities," (Marsh, 2017, p. 1). As a result of the amendments to regulations as well as the economic boom helping to create the above-mentioned middle class, the country now boasts the greatest number of international educational institutions in the world (Morrison, 2017, p. 1). There are approximately 807 schools in China featuring international curricula with nearly 312,000 school-age students, according to ISC Research (Morrison, 2017, p. 1). Demand is anticipated to continue growing based on projections of increasing student enrollment and proportionate needs for qualified teachers (Marsh, 2017, p. 1), even in the midst of a mounting government priority to ensure all education aims at "[training] constructors and successors of socialism with Chinese characteristics," (Zha, 2017, p. 3; Kan, 2016, p. 1).

While distinctive in many respects, both international schools and divisions attached to public ones share certain characteristics. International curricula and testing, high tuition and fees, and diverse foreign and Chinese faculty are the most apparent (Zheng, 2016, p. 1; Morrison, 2017, p. 2; Marsh, 2017, p. 2). Depending on the school or division, common standardized tests that are required or highly encouraged include Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), ACT, SAT, and Advanced Placement (AP) subject tests (Shi, 2016, p. 3). Prevalent curricula include International Baccalaureate Diploma Program (IB), Cambridge's International General Certificate of Secondary Education (IGCSE), and the United Kingdom's General Certificate of Education (GCE) Advanced Level

(Shi, 2016, p. 2; Zheng, 2016, p. 2). Tuition and fees range from \$15,000-\$47,000 per year for schools while divisions often include additional costs on top of the hosting institution's (Shi, 2016, p. 2; Morrison, 2017, p. 2). Recent findings from ISC Research demonstrate a preference and thus demand for “‘skilled Western expatriates’ who have both native English language proficiency and experience teaching the appropriate curriculum and pedagogy,” (Marsh, 2017, p. 2). Local faculty are responsible not only for instructing students in Chinese language, history, politics, and geography in order to meet government regulations, but also working alongside foreign staff to fulfill crucial leadership and disciplinary roles (Keeling, 2016, p. 2).

The most manifest difference between the two major types is their legal statuses as private or public. Most international schools are classified as private now according to China's recent amendments to education regulations, while international divisions are seen as public since they are attached to public schools and thus partially funded by taxes (Keeling, 2016, p. 1; Zheng, 2016, p. 4). Divisions, thus, have faced criticism for using public funds while still requiring additional tuition and fees (Zheng, 2016, p. 4). As a result, China's government is no longer issuing licenses for such divisions, and these divisions are predicted to either close or become international schools (Zha, 2017, p. 2). Another noticeable variance is the requirement for division students to take and pass *huikao*, China's high school graduation test (Zheng, 2016, p. 4).

### **Definition of Plagiarism**

Researchers have found the term “plagiarism” to be difficult to define due to a variety of issues observed and investigated by researchers over the past few decades. Bloch (2012)



commented: “The lack of a consensus has led to highly charged, and often emotional, debates over the nature of plagiarism and the appropriate responses to it. Despite attempts by many institutions throughout the world, defining and codifying a universal definition of plagiarism has remained a highly contentious topic in discussions of almost every form of writing,” (p. 3).

Pecorari and Petric (2014) observed: “When asked about their own understandings of plagiarism, though, as a number of researchers have done, both students and staff are much more hesitant and much more varied in their constructions of the concept,” (p. 279).

Pecorari and Petric (2014) noted that dictionary definitions that are popularly used differ significantly from versions used by academic institutions (p. 270). Pecorari (2008), focusing on its more scientific nature, has concisely defined plagiarism as “an act of language use” (p. 1). In a 2012 publication, Bloch opted for a legal tone:

Plagiarism refers to the inappropriate use of what is called intellectual property.

In the United States, intellectual property is defined as creative acts that have been placed in a fixed medium. Intellectual property differs from physical property in that, with often complex restrictions, it can be borrowed, distributed and utilized without seeking the permission of the owner, something that would be a clear violation of the law in regard to physical property. Intellectual property is often given a fixed limit of protection, which is rarely true for physical property. Ideas, on the other hand, are not considered intellectual property unless they are placed in a fixed medium. (p. 1)

Definitions that feature a moralistic nature, which dominant the academic landscape, include those from the International Center for Academic Integrity (ICAI) and the Council of

Writing Program Administrators (WPA). According to Pavela's (1997) ICAI-supported definition, plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," (p. 11). The WPA (2003) states: "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers," (Council of Writing Program Administrators, 2003, p. 1). These two definitions are the baseline for the research presented in the current study.

Researchers have also identified intent as a vital distinction between prototypical plagiarism, which denotes willful, knowing deception, and patchwriting (along with its near relative of jig-sawing), which is largely becoming seen as a learning strategy that is eventually resolved when an individual demonstrates an effective authorial voice (Pecorari, 2008, pp. 4, 5; Pecorari & Petric, 2014, pp. 270, 271). Patchwriting refers to "copying from a source text and then deleting some words, altering grammatical structures, or plugging in one synonym for another" (Pecorari & Petric, 2014, p. 276). Jig-sawing occurs when students are "'lifting' expressions from [various sources] and combining them and adding some of their own" (Pecorari & Petric, 2014, p. 273). Thus, Pecorari (2008) outlined three conditions that must be observed and confirmed by faculty before a charge of plagiarism is laid upon a student (p. 6). These included: (1) "the new text must contain words and/or ideas that are also present in an earlier text;" (2) "a new text must repeat words or ideas from an earlier one; that is, the similarity between two texts cannot be coincidental;" and (3) "the new text must fail to attribute its relationship to an earlier one, or fail to attribute it adequately," (Pecorari, 2008, p. 6).

Terminology is evolving, though, in response to the negative history of and connotations behind plagiarism. Pecorari and Petric (2014) mentioned “textual borrowing” and “transgressive and non-transgressive intertextuality” are becoming the “more precise and ‘ethically-neutral language’” of choice for researchers (p. 276). Patchwriting is recognized to occur on at least two levels, namely a localized or global one (Pecorari & Petric, 2014, p. 277).

Specific behaviors recognized and thus included in this study as plagiaristic include the following from Harris’s The Plagiarism Handbook (2001):

- “downloading a free paper;
- “buying a paper from a commercial paper mill;
- “copying an article from the Web or an online or electronic database;
- “translating a foreign Web article into English;
- “copying a paper for a local source;
- “cutting and pasting to create a paper from several sources;
- “quoting less than all the words copied;
- “changing some words but copying whole phrases;
- “paraphrasing without attribution;
- “summarizing without attribution;
- “and faking a citation.” (pp. 13-18)

These behaviors also apply to artworks, photographs, charts, music, and films. Additional behaviors include falsifying data and misidentifying what is considered common knowledge. Researchers concentrating on language-learning strategies have also studied to what extent peer-editing or other forms of editing should be considered plagiarism (Martin, 2005, pp. 63, 64).

In this study, I propose to examine how the diverse population of teachers employed by international high schools and divisions located in China's first-tier cities perceive plagiarism. As a faculty member who has taught English language arts for the past three years in the aforementioned setting, I have observed as well as experienced problems related to plagiarism on a regular basis. This study is meant to ascertain the current situation of these schools and departments in order to inform effective alterations in policies and classroom instruction. No previous studies have been published in English focusing on this setting and population regarding perceptions of plagiarism, thus this study is intended to expand the body of research. Participants in this study completed an online survey with seven sections: (1) demographic information, (2) knowledge of plagiarism, (3) consequences for plagiarism, (4) instruction on plagiarism, (5) personal attitudes toward plagiarism, (6) student motivations to plagiarize, and (7) optional open-ended questions. The survey was based on previous ones used in published research eliciting similar information from educational communities. Select follow-up interviews were conducted after receiving the survey responses and analyzing data trends in order to complement and detail the quantitative aspect of the study.

### **Definition of Terms**

The following key definitions will be used for the current study:

- Intertextuality: "the complex interrelationship between a text and other texts taken as basic to the creation or interpretation of the text" ("Intertextuality," 2018);
- Non-transgressive intertextuality: "appropriate integration and documentation of other texts" (Pecorari & Petric, 2014, p. 276);

- Transgressive intertextuality (i.e. plagiarism): “the use of words and/or ideas from another source, without appropriate attribution,” with a distinction made between intent to deceive and no intent to deceive (Pecorari & Petric, 2014, p. 276).

### **Literature Review**

Studies focusing on perceptions of plagiarism that are mentioned in this section are organized according to the topics and their respective order in the online survey instrument used for the current student. These survey topics included: (1) teachers' knowledge of plagiarism; (2) consequences given to students for committing an offense; (3) classroom instruction regarding plagiarism; (4) personal attitudes toward plagiarism; and (5) perceived student motivations to plagiarize. Though no studies cited in this section mirror the one presented in this paper, which is a primary reason for conducting it and thus filling in a gap in research, the studies mentioned are relevant in that they discuss combinations of perceptions of plagiarism, teachers, international education, and China as well as aspects of student perceptions in conjunction to teachers'.

### **Knowledge of Plagiarism**

Four recent studies from Lei and Hu (2014, 2015, 2015, and 2016) have helped shed light on Chinese English teachers' perceptions of plagiarism. Their 2014 study focused on English-for-Speakers-of-Other-Languages (ESOL) teachers at a selection of universities across China and utilized writing samples and a rating system to determine teachers' “awareness [of] Anglo-American notions of plagiarism,” (Lei & Hu, p. 41). While approximately 67% of the 117 participants discerned unacknowledged copying as transgressive, 40% identified unattributed paraphrasing in the same vein (Lei & Hu, 2014, p. 41).

One of Lei and Hu's 2015 reports again concentrated on Chinese university professors, but those considered as instructing in an English-as-a-Foreign-Language (EFL) environment. Of the 112 participants, 57 had overseas experience, which the researchers determined made those professors more sensitive to subtler types of plagiarism, including inappropriate referencing; the majority of participants identified more obvious forms of transgressive intertextuality (Lei & Hu, 2015, pp. 551, 557). In this study, the researchers stressed the need to reconsider former theories and positions on plagiarism as an issue of academic socialization rather than one of culture (Lei & Hu, 2015, p. 552). Hu and Lei's additional 2015 study was aimed at understanding Chinese university students rather than instructors. Roughly parallel findings in identifying more obvious (60%) and subtler forms (25%) of plagiarism were reported (p. 241).

Finally, Hu and Lei's 2016 study compared and contrasted both Chinese university EFL professors and students while continuing to support the view of plagiarism as an issue of socialization rather than culture. Using passages exhibiting blatantly plagiaristic behaviors, the researchers again found that professors with overseas experiences demonstrated increased sensitivity to subtle forms of plagiarism (Hu & Lei, 2016, p. 107). About half of the participating professors and students though did not identify unacknowledged copying as transgressive, and about 80% did not identify unattributed paraphrasing either (Hu & Lei, 2016, p. 111).

In the specific context of Hong Kong, which is known for having a stronger presence of Anglo-American standards in academic integrity, two studies prior to Hu and Lei's work have explored teachers' perceptions of plagiarism. A 2010 report from Kwong, Ng, Mark, and Wong contributed evidence that teachers as well as students could identify major plagiaristic behaviors, but that whether or not an assignment translated completely from one language to another

constituted an offense garnered a highly-polarized result with 81% of teachers agreeing and 32% of students (p. 347). Li and Casanave's 2012 case study featured an expatriate English instructor at a Hong Kong university and his perceptions of plagiarism versus patch-writing, concluding that teachers often differentiate between whether a student demonstrates an intent to deceive or is still learning the ropes of academic writing (p. 178).

Other current publications have followed similar veins as the aforementioned studies. Hu and Sun's 2016 study confirmed that a growing recognition of Anglo-American academic standards among Chinese university EFL professors and students is occurring. Using two survey instruments on plagiarism knowledge and paraphrasing practices, the researchers found that, among the 108 participants from 38 universities, 40% had perfect scores on the first instrument and nearly 60% did not use more than three words in a row from an original text in the second instrument (Hu & Sun, 2016, pp. 32, 34). In a conference paper presented by Wei, Hao, Pan, Liu, Bao, Wei, and Jiang in 2017, they surveyed 222 Chinese academic authors and reviewers regarding potentially transgressive behaviors, and found the participants were most divergent in perceived standards for text similarity with its sources as well as use of incorrect references though constant in recognizing the nature of the actions.

In the context of a midwestern U.S. university and its highly-diverse international student population, Kim and LaBianca reported in their 2017 study, which utilized an online survey, that the 64 participating university professors largely echoed the 96 surveyed international students' identification of obvious plagiarism, including paying a writer for an entire paper, paying an editor for content changes, and having a bilingual acquaintance translate a whole assignment (p. 46). The issue of an institution-paid tutor making changes to a paper or assignment as being

essentially transgressive in nature was also noted by both professors and international students (Kim & LaBianca, 2017, p. 46).

### **Consequences for Plagiarism**

While there is a prodigious variety of studies concentrating on individuals' knowledge of plagiarism, there is a noticeably smaller variety directed at least in part toward teacher and institution responses to suspected and confirmed cases of the academic offense. Hu and Sun (2017) recently examined the official policies of eight of China's top universities. With moralistic and punitive approaches dominating every university included in the study, it was then no surprise to find similar "sanctions" (e.g., a verbal or written warning, the allowance of revision and resubmission of the work, and giving demerits) once an affirmation decision was passed by a university's board (Hu & Sun, 2017, pp. 61, 62).

In a 2010 study based in Hong Kong's universities, Kwong, Ng, Mark and Wong found that professors "rarely report cases of misconduct to the university formally and prefer to handle the cases according to their own standard," (p. 354). The top three forms of discipline included "penalize[ing] the student by lowering the assignment grade," "educat[ing] the student on integrity practices," and "allow[ing] the student to correct the error after a verbal warning," (Kwong, Ng, Mark, & Wong, 2010, p. 350).

Ford (2009) found that measures to combat plagiarism have increased across China as the country's education-related bodies have publicly acknowledged recent academic scandals and the importance of integrity in general to regain and maintain a high reputation in the larger international community. There is cynicism and concern still noted, according to Ford (2009),



among both Chinese and foreign scholars due to the lack of successfully implementing stricter punishments (para. 20, 23).

### **Instruction on Plagiarism**

McCabe, Trevino, and Butterfield's 2001 article reviewing and amalgamating 10 years of their own collective research into academic integrity offered a foundation for informing and guiding practical methods to prevent and address plagiarism as well as other academic integrity issues. The principles included:

1. "Affirm the importance of academic integrity;
2. "Foster a love of learning;
3. "Treat students as an end in themselves;
4. "Foster an environment of trust in the classroom;
5. "Encourage student responsibility for academic integrity;
6. "Clarify expectations for students;
7. "Develop fair and relevant forms of assessment;
8. "Reduce opportunities to engage in academic dishonesty;
9. "Challenge academic dishonesty when it occurs;
10. "Help define and support campus-wide academic integrity standards." (p. 230)

A 12-item list based on students' survey data and interviews echoed these principles (McCabe, Trevino, & Butterfield, 2001, p. 229). The keystone, according to the researchers, was an open and continuing dialogue about integrity happening within an academic community (McCabe, Trevino, & Butterfield, 2001, p. 231). Same and similar ideas have been repeated and expanded upon in the years following the list's publication.

Of note is Shi's 2009 study wherein 12 expatriate teachers at 10 universities across China were interviewed regarding what the researcher termed a "contact zone," where two or more cultures meet in an educational setting. Shi (2009) concluded that using culture-specific materials as well as working directly with local colleagues can help foreign faculty to negotiate differences in expectations, knowledge, and skill sets (pp. 58, 59). This can readily apply to issues of transgressive intertextuality.

Amsberry, while writing in her 2010 article from the perspective of librarian but with international students in mind, specifically suggested that faculty:

- Improve definitions of plagiarism via specificity as well as provide detailed examples;
- Create and require student attendance of an orientation related to academic integrity at the start of the academic year or semester;
- Earmark and prioritize regular class times to instruct students about specific issues related to academic integrity and plagiarism for their course or subject matter;
- Employ a wide-range of examples within a course or subject matter to demonstrate both effective and ineffective paraphrasing, quotations, citations, and referencing. (pp. 38-40)

Teh and Paull included these concepts in their 2013 study and added investing in plagiarism detection software not only to affirm that an offense has been committed by students but also as a tool to train students prior to summative assessment (p. 289).

Kisch (2014) examined the efforts of American universities to better integrate their international students, especially in regards to plagiarism. Holistic support and a focus on academic socialization, rather than cultural differences and perceived issues therein, perceived greater satisfaction in both faculty and students (Kisch, 2014, p. 47).

Mast, when reflecting in his 2016 article on the process of opening a new international school in China in 2014, emphasized the effect of teaching students “the language of learning” first and foremost before expecting them to understand and adhere to foreign ways of thinking and writing (p. 41). Teachers first need to inform students about what certain terms in education mean and require of them in order to communicate expectations clearly (Mast, 2016, p. 45).

In a 2018 publication, Adhikari assembled a variety of practical strategies related to international students that were gleaned from a review of recent literature and based on an explicit foundation of academic socialization. Strategies included:

- Direct instruction in the Western concept of ownership;
- Use of annotation inside and outside the classroom;
- Frequent direct instruction regarding citation and paraphrasing;
- Differentiating between severe and trivial plagiarism;
- Fostering an inviting and accepting educational environment;
- Learning about international students' educational backgrounds;
- Recognizing and addressing that a “communicative burden” naturally occurs when individuals of diverse backgrounds are together. (Adhikari, 2018, pp. 383-386)

Zhang and Cheung (2018), analyzing a decade of studies related to advancements in academic writing instruction in China, noted that instances of patch-writing, not maintaining its initially offensive connotation, have become opportunities for instructors to take advantage of a “teachable moment” with students both in the class and during office hours (p. 82). The researchers also documented the increasing use of peer-editing to encourage students' confidence as well as their knowledge and skills in writing (Zhang & Cheung, 2018, p. 82). A special

emphasis that not only students but teachers themselves should constantly refine and expand their own knowledge and skills to ensure that students, as future researchers and even educators, are competent in upholding and communicating high academic standards; teachers should do this by making personal applications of larger theories, keeping up-to-date with research and trends, and writing professionally regularly (Zhang & Cheung, 2018, p. 82).

### **Attitudes toward Plagiarism**

Attitudes exhibited by individuals as well as institutions tend to follow one of three identified philosophical approaches: punitive, self-regulative, and educative (Hu & Sun, 2017, p. 58). Many academic institutions in both the East and West practice a punitive approach, which adheres to the traditional moralistic understanding of plagiarism (Hu & Sun, 2017, p. 58). An increasing number, though, are moving towards a self-regulatory approach, meaning that greater emphasis is placed “explicitly” on the student by an administration to make themselves aware of and abide by academic standards, often times through detailed policies and honor codes (Hu & Sun, 2017, p. 58). The final and least prevalent approach, namely educative, has garnered more research and thus attention in the past few years; it posits that students should be seen and treated as novices at first and given reasonable opportunities to make and correct mistakes as they journey towards proficiency in academic standards (Hu & Sun, 2017, p. 58).

Three recent studies from Lei and Hu have provided key insights into how Chinese teachers think of transgressive intertextuality. Their 2014 study featuring 117 Chinese ESOL university instructors showed “harshly” punitive attitudes toward unacknowledged copying with slightly less severe judgment passed on unacknowledged paraphrasing (Lei & Hu, 2014, pp. 46, 48). Their 2015 study with 112 Chinese ESL university teachers, 57 of which had academic

experiences overseas, affirmed the previous findings of punitive attitudes with the added nuance that overseas experience made a teacher less supportive of tailoring consequences to individual students (Lei & Hu, 2015, p. 559). Using a similar survey instrument from a past study, Hu and Lei (2015) found punitive attitudes in Chinese university students as well (p. 233). Hu, working with Sun for a 2016 study to survey 108 Chinese EFL teachers at 38 universities across the country regarding knowledge of plagiarism and paraphrasing, saw participants demonstrating a zero-tolerance stance after identifying transgressive practices in sample writings (pp. 33, 35). These studies support the observation that an academic shift is happening in China as its educational professors and researchers continue to seek international publication and standing.

In the same line as Lei and Hu (2014 & 2015), Teh and Paull (2013) reiterated observations from other researchers that faculty often see cheating and plagiarism as synonyms, dictating a more moralistic and punitive bent (p. 287). They also restated that researchers have identified “costs” that teachers incur when investigating and charging students with plagiarism (Teh & Paull, 2013, p. 288). These included:

- “The emotional stress of pursuing plagiarism;
- “The difficulty in terms of time and effort;
- “The fear of reprisals;
- “The sentiment that action is not necessary.” (Teh & Paull, 2013, p. 288)

Though research is demonstrating evidence for academic socialization, Grigg (2016) found through structured interviews with instructors of international students in the U.S. that they maintained a tendency to rely on cultural interpretations to explain plagiarism issues in their classrooms (pp. 50, 61).

On the narrative and self-reflective end of the research are Matalene (1985), Young (2013), and Nelms (2015). Seen as groundbreaking at the time of publication, Matalene's (1985) observations on her own personal journey of understanding the differences between Eastern and Western discourse, ungirded with historical references and in part propelled by a revealing class discussion about plagiarism, helped to address ethnocentrism (p. 804). Young's (2013) first-person account of teaching a sophomore-level writing course at Peking University for one academic year featured similar intrapersonal and interpersonal conflict as Matalene faced, especially as the researcher attempted to enforce his Western interpretations moralistic approach via "martial law" in the classroom as students and fellow faculty passively and actively fought back (p. 91). Nelms (2015) at first felt in a similar way as Matalene (1985) and Young (2013), but now supports an educative approach:

... plagiarism doesn't irritate me at all. Student plagiarism doesn't surprise or shock me. It doesn't raise my heart rate. And perhaps most surprisingly, it doesn't make me think any less of the student who has plagiarized. In fact, I now expect plagiarism, I anticipate it, I even provoke it. I want it to happen. ... once we begin to view plagiarism not as an atrocity, an evil misdeed, a crime, but as a mistake, an error in judgment, a lapse, a misstep, a miscalculation, then, knowing how important trial-and-error and revision are at all levels of learning, we begin to recognize that plagiarism can be an opportunity for learning. (para. 3)

### **Student Motivations to Plagiarize**

In Harris's The Plagiarism Handbook (2001), 15 research-supported reasons are offered at the start of the publication, namely:

- “Ignorance;
- “Careless note taking;
- “Stress and competition;
- “Lack of buy-in to the educational enterprise;
- “Tutoring out of control;
- “Cheating in self-defense;
- “Perceived cheating by authority figures;
- “Lack of perceived punishment;
- “Students are natural economizers;
- “Students are faced with too many choices, so they put off low priorities;
- “Many students have poor time management and planning skills;
- “Some students fear that their writing ability is inadequate;
- “Some students do not believe professors actually read research papers;
- “A few students like the thrill of rule breaking;
- “Cryptomnesia;
- “Previous education at odds with university standards.” (pp. 2-12)

Harris (2001) referenced in the list a key finding from McCabe, Trevino, and Butterfield (2001) that the effect of students witnessing peers engage in plagiaristic behaviors created a normalizing effect, encouraging others to do the same (p. 222). Amsberry (2010), in examining factors specifically related to international students in American universities, included issues related to defining text ownership, common knowledge, and copying as a learning method (pp. 32-37).

Recent studies focusing on Chinese teachers include a 2010 publication from Kwong, Ng, Mark, and Wong in which was reported laziness and time management issues as the top two motivations perceived (p. 349). Sun (2012) explored the effects of a text's readability on how much EFL university students would engage in transgressive intertextuality, finding that the more difficult the level of reading, the more likely an offense would be committed either intentionally or unintentionally. In their 2013 review, Teh and Paull pointed out culturally-embedded factors including "using another author's words is a form of respect" and "some students feel they cannot 'improve' on the original text" as well as "some countries still rely[ing] exclusively on examinations," (pp. 288, 289). Chien (2014) noted that structured interviews with 23 Chinese EFL writing professors revealed perceptions related to social relationships (e.g. the effect of *guanxi*) in addition to the aforementioned views of lack of knowledge and/or experience (p. 120). Hu and Lei (2015) reported survey evidence supporting views of laziness, insufficient academic capabilities, and pressure related to academic performance as dominating Chinese university students' opinions of why they as well as their peers engage in transgressive behaviors (p. 242).

### **Summary**

Research regarding varied aspects of plagiarism has focused on teachers, professors, and students largely in their own contexts, however a growing body of studies on international students has been noted. Only a few studies in English featuring expatriate teachers have been conducted and published, and these have often featured teachers and professors reflecting on their own experiences using a more narrative approach. Thus, the current study's concentration on expatriate teachers and their perceptions of plagiarism and use a survey instrument as well as



select follow-up interviews fills a gap in what is known about perceptions of plagiarism in China's international high schools and divisions.

## **Method**

### **Participants**

The participants in this study were Chinese and foreign teachers employed by four international schools as well as divisions attached to public middle and high schools from a few of China's first-tier cities. According to the national government, the term "first-tier" currently includes the cities of Beijing, Shanghai, Chengdu, Hangzhou, Tianjin, Wuhan, Chongqing, Nanjing, Suzhou, Xi'an, Changsha, Shenyang, Qingdao, Dalian, and Ningbo (Ming, 2017, p. 1). Two of the participating entities were international divisions attached to nationally-recognized public high schools, and two were private international schools. Applicable institutions were identified and contacted in order to procure external consent. Upon receiving consent from leadership at the four participating international high schools and divisions, faculty members then individually chose whether or not to participate. Financial incentives of 50RMB, 100RMB, and 300RMB were given to participants who successfully completed varying aspects of the submitting the survey, interviewing, and providing administrative assistance. The terms of these financial incentives were clearly stated in both the external and individual consent forms.

Of the 57 consenting total participants for the online survey, 12% (7 participants) were employed by Division A; 30% (17 participants) from Division B; 29% (16 participants) from School C; and 30% (17 participants) from School D. Division data thus accounted for 42% (24 participants) while school data for 59% (33 participants). Thirty-five percent (20 participants) identified themselves as male and 65% (37 participants) as female. Ninety-one percent of

participants (52 participants) were between the ages of 20-39 years; 51% (29 participants) were 30-39 while 40% (23 participants) were 20-29. Thus, nine percent (5 participants) were 40 years or older. Five nationalities were represented in the data collected with the greatest number from China, representing 70% (40 participants). The other nationalities included were American (9 participants or 16%), British (4 participants or 7%), Dutch (3 participants or 5%) and Mexican (1 participant or 2%).

According to China's national regulations, all participants had at least a bachelor's degree in their fields. Sixty percent (34 participants) had earned a master's degree while 5% (3 participants) had accomplished doctorates. Thirty percent of participants (17 participants) had earned various types of teaching licenses from their home countries. Twenty percent (11 participants) had accomplished various language-teaching certifications, including Teaching English as a Foreign Language (TEFL) and Teaching English to Speakers of Other Languages (TESOL). Participants with Advanced Placement (AP) and/or International Baccalaureate (IB) recognition and/or certification accounted for 12% (7 participants).

Sixty-one percent (35 participants) held positions as subject teachers and 12% (7 participants) as head teachers. Eleven percent (6 participants) were employed as college counselors, administrators, and heads of department. Four percent (2 participants) were principals or headmasters. Regarding subjects, 45% (26 participants) of participants taught humanities courses, which included language arts, literature, history, and other foreign languages; 43% (25 participants) taught math and science courses, including calculus, physics, chemistry, biology, and geography. College counseling was categorized by itself and accounted

for 11% (6 participants), and extracurricular courses such as music and physical education were likewise grouped and taught by 3% (2 participants) of participants.

Regarding total active time in the teaching profession, 81% (46 participants) had less than 10 years of experience, with 4-6 years constituting 28% (16 participants) and 1-3 years as 23% (13 participants). In the context of teaching in China, 89% (51 participants) had less than 10 years of experience, 32% (18 participants) of which was 1-3 years. The breakdowns of 4-6 years and 7-9 years both weighed in at 23% (13 participants).

Participants in the select follow-up interviews included three females and three males. Half taught science courses and half humanities. Half were foreigners (two Dutch and one American), and half were Chinese. Five were in between 30-39 years old and one was above 50 years old. Four had earned master's degrees. In contrast to survey demographics, an imbalance in nationality and gender representation was noted. Individual interviews lasted between 12 to 53 minutes, and the total for all six interviews was 156 minutes. All interviews were conducted in English with less than half a dozen Chinese words mentioned then explained by interviewees.

### **Instruments**

An online survey was written and designed by me then implemented via SurveyMonkey ([www.surveymonkey.com](http://www.surveymonkey.com)) (see Appendix A). After reading a number of surveys addressing my area of research, I prepared a draft that was then sent to six education professional colleagues who would not be participating in the survey for critique; feedback was incorporated, and the survey was submitted to Cedarville University's Internal Review Board for approval. The first section of the online survey was the full text of the individual consent form, which required a positive answer for the potential participant to see or respond to any question following. The

second section was demographic information, including an individual identification number assigned by a cooperating administrative assistant to protect participants' identities. The third section, titled "Knowledge of Plagiarism," featured a grid inspired by McCabe's instrument posted as a link Rutgers University's website; participants indicated the degree as well as frequency of the 16 behaviors listed. Also informing this section of the survey were instruments from Lei and Hu (2015); Bennet, Behrendt, and Boothby (2011); Dordoy (2002); Marcus and Beck (2011); Michalak, Rysavy, Hunt, Smith, and Worden (in press). The fourth section focused on consequences for committing plagiarism, specifically the 11 most common responses seen in academic institutions. These common responses were gleaned from Liddell and Fong (2005); Michalak, Tysavy, Hunt, Smith, and Worden (in press); and McCabe (2018). The fifth section inquired into teachers' classroom instructions and materials on avoiding plagiarism by listing 9 common topics and 15 usual methods and materials. These topics, methods, and materials were inspired largely by Stevens's instrument (2013). The 16-item sixth section elicited personal attitudes regarding plagiarism to determine whether participants leaned toward a moralistic/punitive, self-regulatory, or educative one. The statements in this section were adopted from instruments from Lei and Hu (2015); Marcus and Beck (2011); and Dordoy (2002). The seventh section concentrated on what teachers observed and/or believed motivated their students to commit plagiarism with 14 statements expressing typical opinions investigated and reported by Stevens (2013). The final section was five open-ended questions aimed at opinions about practices and policies at the participants' respective institutions. In addition, for the third through seventh sections, optional text boxes were included to enable participants to supplement checkmarks with clarifying comments when they felt it necessary. Participants could access the

survey using a weblink or QR code sent to them by a cooperating administrative assistant. All data was received through SurveyMonkey then analyzed to inform interview questions.

Select follow-up interview questions were based on the survey results (see Appendix B). Items demonstrating strong agreement or disagreement were targeted, including subtler forms of plagiarism and consequences for committing plagiarism. Perceptions of culture and its effects were included since such is a main feature and concern in the present study's context.

### **Rationale**

The use of both an online survey using Likert and Likert-type scales and select follow-up one-on-one interviews was largely based on their frequent appearances in the studies featured in the literature review, which inspired the current study. Interview questions were based on survey results demonstrating strong consensus, lack of consensus, or conflict with previous research. Thus, the current study's results and implications can add meaningfully to the body of existing literature through using common instruments and analysis on a unique and diverse context.

### **Procedure**

After receiving written consent from authorities at the four cooperating international high schools and divisions located in first-tier cities, one administrative assistant at every school or division assigned individual identification numbers to potential participants to use along with a weblink and QR code to access the survey. The financial incentives outlined previously in this section were distributed physically and via online monetary transfer using WeChat (China's version of WhatsApp) by me to the aiding administrative assistant to disperse to participants who successfully submitted usable survey data. The administrative assistant then inquired survey participants regarding who would be willing to sit for a short in-person interview with me to

follow up on trends seen in the survey data. Six interviews lasting 12 to 53 minutes were accomplished among three of the four cooperating schools or divisions. Interviewees were re-informed regarding individual consent and asked to sign the form. Interviewees were also made aware before the start of the formal interview that the dialogue would be digitally recorded to aid transcription. Discrepancies were noted between what was said formally by some interviewees during the recorded interview versus what was said informally to me after it. Interviewees were given their financial incentives at the conclusion of the interview. A digital copy of the final research report will be sent to cooperating schools and divisions upon its successful defense.

### **Data Analysis**

Online survey data was summarized via basic descriptive statistical analysis including the following conventionally-used measures: frequency, mean, range, rate, and variability. For interview data, thematic content analysis was applied after transcription since the purpose of the semi-structured in-depth interviews was to obtain detailed information about survey patterns.

### **Survey Data**

#### **Knowledge of Plagiarism – Degree of Offenses**

For the first task, participants were asked about their perceptions of how “serious” or “significant” 16 plagiaristic behaviors were based on their own understandings and experiences. The list included what has been found by researchers as more obvious as well as subtler forms. Additionally, items addressing a culturally diverse, multilingual educational setting were included based on the context in which the survey was given. These items dealt primarily with issues found by researchers regarding translation, memorized information, and other assistance.

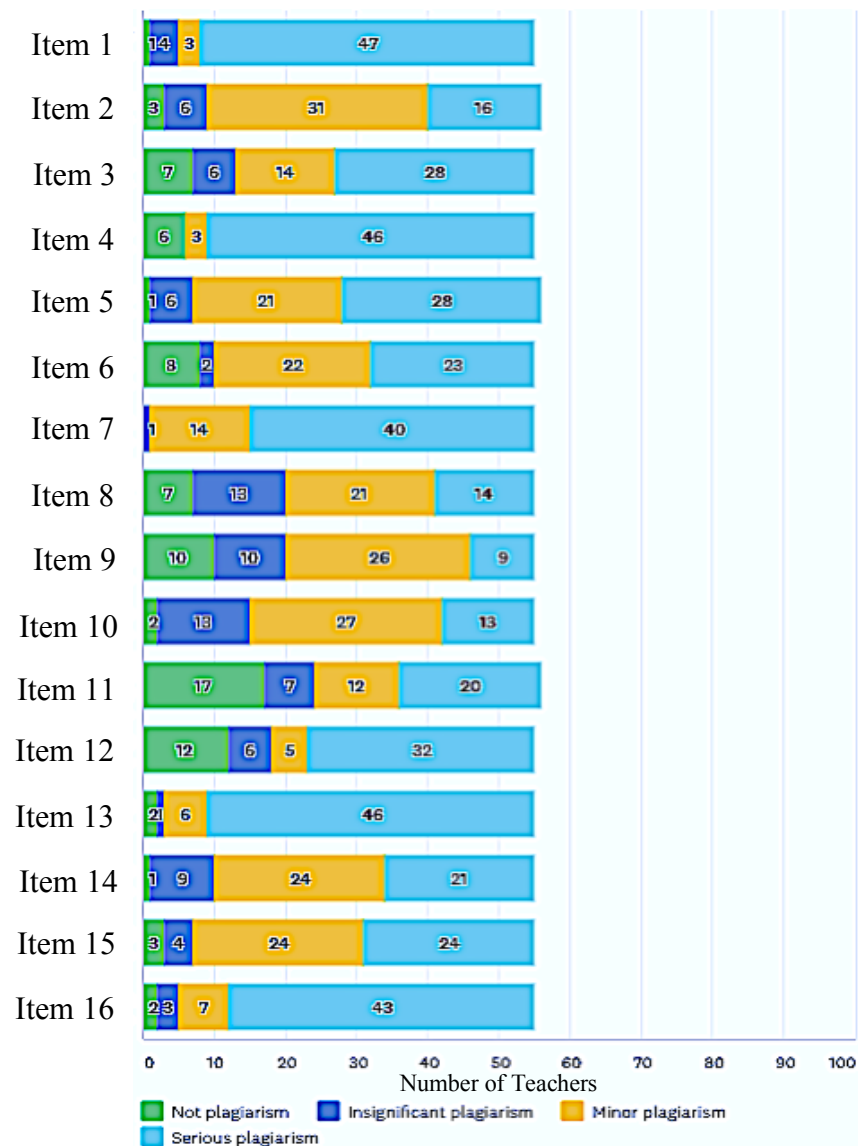


Figure 1. Teachers' perceptions of the certain plagiaristic behaviors' severity.

As shown in Figure 1, participants demonstrated a strong consensus that the following five behaviors were plagiaristic by ranking them as “serious plagiarism”:

- Using another student's paper or large parts of it (47 participants; 82%);

- Buying an essay or research paper online (46 participants; 81%);
- Copying an entire paper, essay, or source then changing some words and/or phrases (46 participants; 81%);
- Copying a homework assignment from another student without that student's permission (43 participants; 75%);
- Copying a homework assignment from another student with that student's permission (40 participants; 70%).

A key term repeated or implied in every item above is “copy,” which appears to be a defining aspect of plagiarism to the participants. Also, of note is the amount of text featured in the items chosen by the participants, namely “entire” or whole pieces of writing whether a regular homework assignment or longer essay/report. This seems to indicate that the quantity of copied material is important. Both characteristics are considered characteristics of more obvious forms of plagiarism, according to previous research.

Considering both the “minor” and “significant” categories together, participants ranked the following items most highly:

- Copying a homework assignment from another student with that student's permission (54 participants; 95%);
- Copying an entire paper, essay, or source then changing some words and/or phrases (52 participants; 91%);
- Using another student's entire paper or large parts of it (50 participants; 88%);
- Copying a homework assignment from another student without that student's permission (50 participants; 88%);



- Buying an essay or research paper online (49 participants; 86%).

Grouping the categories of “not plagiarism” and “insignificant plagiarism,” participants demonstrated noticeably less confidence in their top rankings in contrast to the previous grouping:

- Submitting the same essay for two different classes (24 participants; 42%);
- Using material that has been personally memorized and understood without naming the author or the work (20 participants; 35%);
- Adding sources that were not used in a bibliography (20 participants; 35%);
- Including fake or altered data on a project or lab report (18 participants; 32%);
- Including one or more word-for-word sentences without using quotation marks (15 participants; 26%).

Lack of consensus among participants was most strongly demonstrated for “submitting the same essay for two different classes” with 17 participants (30%) indicating it was not plagiaristic while 20 participants (35%) ranking it as a major offense.

### **Knowledge of Plagiarism – Frequency of Offenses**

Utilizing the same aforementioned list of 16 behaviors, participants were asked to indicate the average number of instances they suspected then confirmed the specific plagiaristic behaviors had occurred among their students per a semester or term. Not all 57 participants responded to each of these items perhaps due to the design of the survey, which was based on McCabe’s (2018). For all items, an average of 54 participants responded with a range of 53 to 55 participants depending on the item.

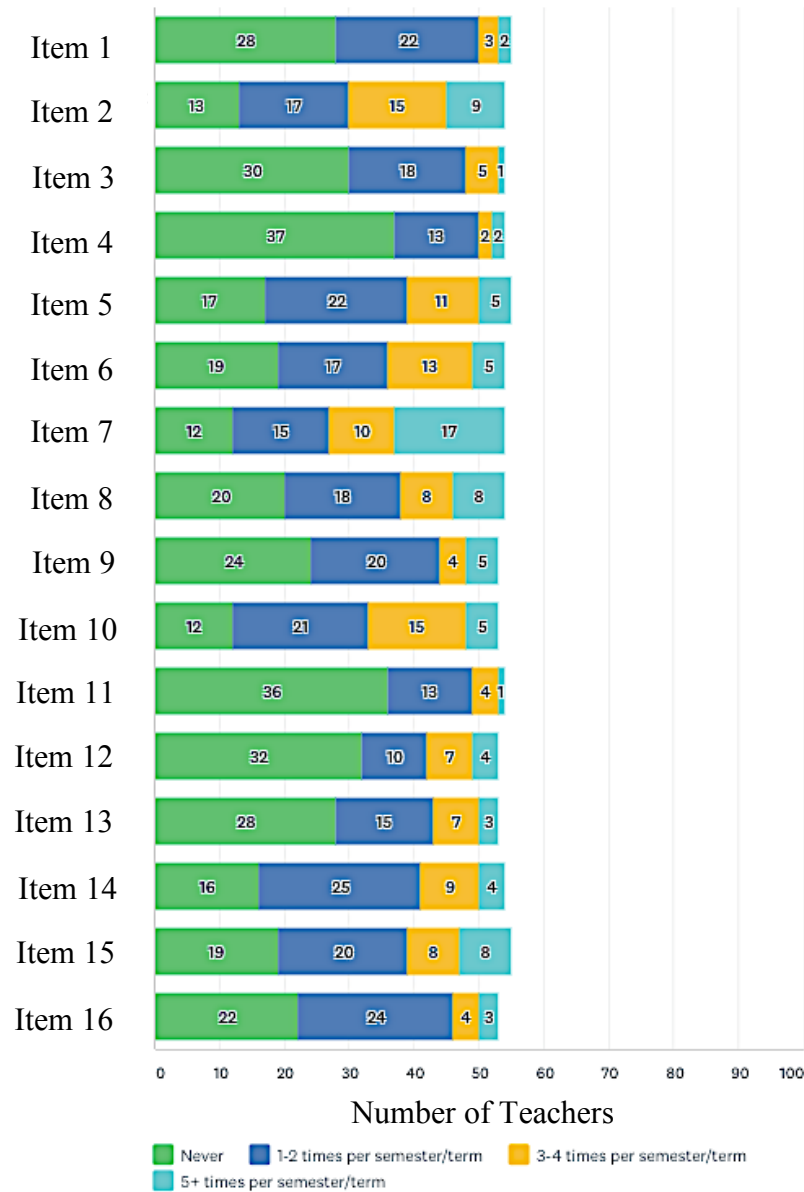


Figure 2. Teachers' perceptions of the frequency of certain plagiaristic behaviors.

As reflected above in Figure 2, participants ranked these plagiaristic behaviors as occurring one or more times most commonly per semester or term:

- Copying a homework assignment from another student with that student's permission (42 participants; 74%);
- Including one or more word-for-word sentences without using quotation marks (41 participants; 72%);
- Not including all sources that were used in a paper in the bibliography (41 participants; 72%);
- Including one or more word-for-word sentences without including the author's name and/or work (38 participants; 67%);
- Combining authors' specific ideas and/or reasoning without including their names and works (38 participants; 67%).

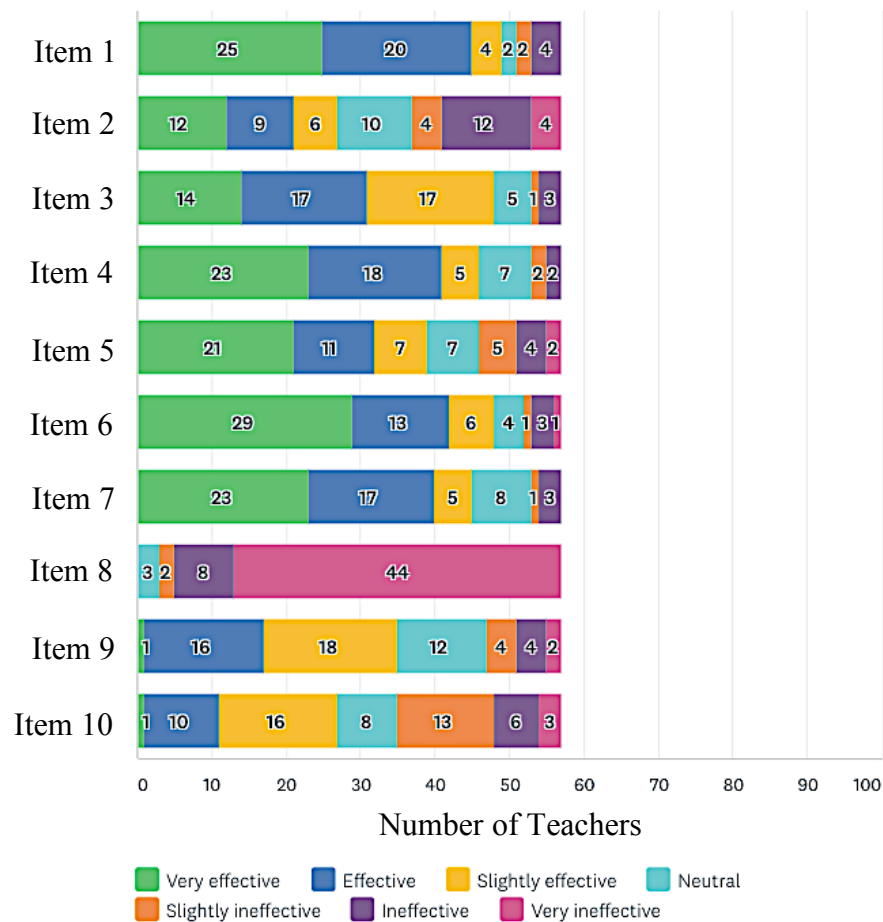
When grouping the categories of "never" and "1-2 times," participants indicated a relatively low number of occurrences for all behaviors. An average of 78% of participants classified all behaviors in the previous grouping of "never" to "1-2 times" while an average of 24% participants indicated three or more instances across all behaviors.

Participants reported the following behaviors as rare by classifying them in the "never" category:

- Buying an essay or research paper online (37 participants; 65%);
- Submitting the same essay for two different classes (36 participants; 63%);
- Including fake or altered data on a project or lab report (32 participants; 56%);
- Using another student's entire paper or large parts of it (28 participants; 49%);
- Copying an entire paper, essay, or source then changing some words and/or phrases (28 participants; 49%).

### Consequences for Plagiarism

Participants were asked to rate how effective they felt various common punishments were for students to receive for committing plagiarism. A seven-point Likert-type scale was used for this in particular to allow participants to express more specific degrees of their perceptions as well as give them a “neutral” option if they had little or no experience with item/s listed.



*Figure 3.* Teachers' perceptions of the effectiveness of specific consequences for plagiarized classwork. (Note: After receiving the results, the error was noticed that Item 11 did not appear on this list but did appear on the lists for specific instances.)

As Figure 3 demonstrates, participants indicated consensus for the following items in the “very effective” and “effective” categories as their top-ranked:

- 0% on the assignment, essay, quiz, test, etc. (45 participants; 79%);
- Fail the entire course then re-take the course the following semester/term (42 participants; 74%);
- Dismissed from the school’s program with consideration for re-entry (41 participants; 72%);
- Note or letter with the student’s official transcript (40 participants; 70%);
- Dismissed from the school’s program without consideration for re-entry (32 participants; 56%).

Participants demonstrated strong consensus on the ineffectiveness of only one item, namely to do “nothing; situation is ignored.” 52 participants (91%) indicated that this was “very ineffective” or “ineffective.”

Lack of consensus was seen among participants for two items:

- Cannot attend class/es for a specific amount of time (21 participants or 37% indicating “very effective,” and 16 participants or 28% indicating “very ineffective”);
- Verbal warning from head teacher (11 participants or 19% indicating “very effective,” and 9 participants or 16% indicating “very ineffective”).

Using the same list, participants were also asked to indicate which consequences were implemented by themselves and/or their respective department or school for first, second, third, and further instances of confirmed plagiarism.

For a student's first offense, participants indicated these items as most frequent:

- 0% on the assignment, essay, quiz, test, etc. (43 participants; 75%);
- Verbal warning from head teacher (28 participants; 49%);
- Redo the plagiarized assignment, essay, quiz, test, etc. (27 participants; 47%);
- Contact parents (24 participants; 42%);

For second, third, and further offenses, "0% on the assignment, essay, quiz, test, etc." appeared in the top three items chosen by participants. "Verbal warning from head teacher" was rated in the top four for following offenses as well. Allowing the student to redo a plagiarized assignment or assessment appeared in the top five items for both the second and third offenses but disappeared for further instances. "Contact parents" rose to second highest for the second offense then to first choice for third and further instances. Other actions taken for the second, third, and further offenses included course failure, note attached to the student's transcript, and dismissal from the program with or without the possibility of reentry.

### **Instruction on Plagiarism**

Participants were given a list of knowledge and skills related to plagiarism awareness and avoidance often found and/or encouraged in academic instruction then asked to indicate how much time per semester or term they spent on each item. Time intervals for the survey were created with standard class periods lasting 40-45 minutes with 8-9 periods per day in mind. The number of periods a teacher was scheduled per week varied depending on subject/s and grade level/s taught.

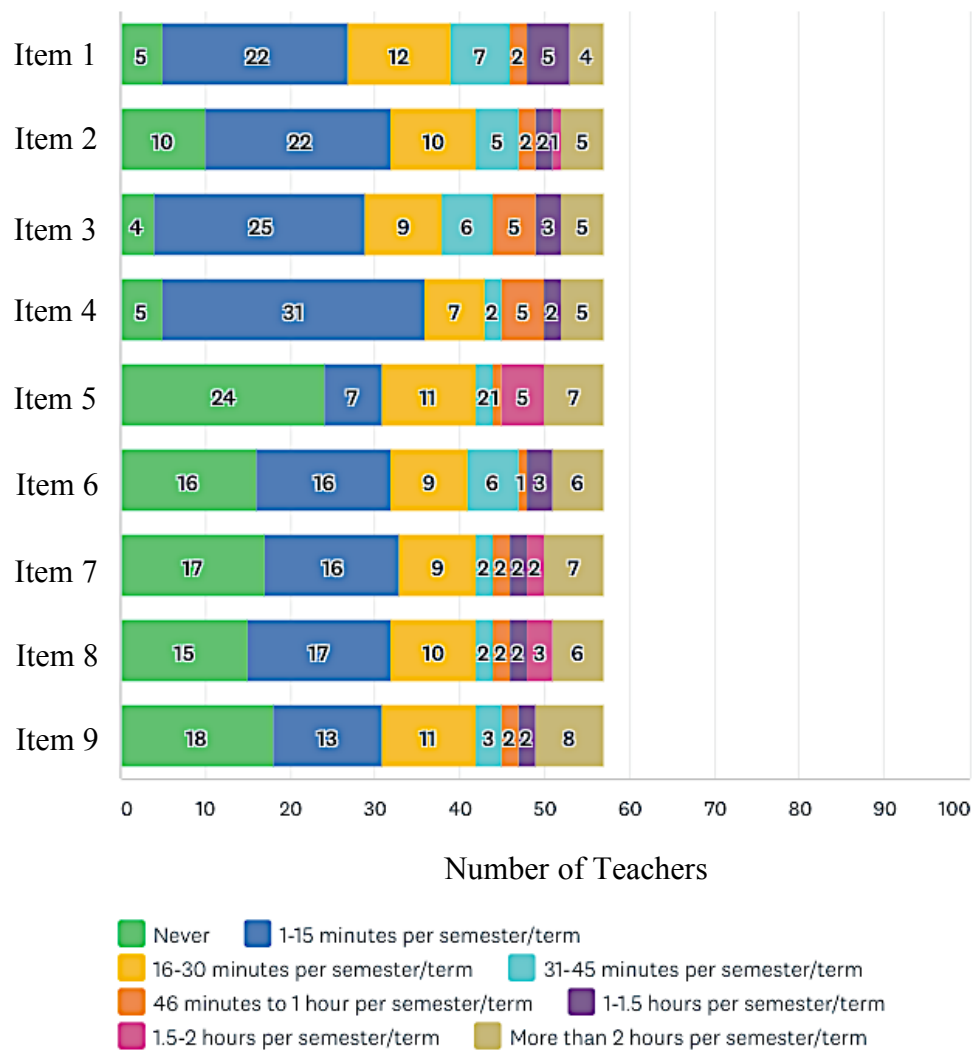


Figure 4. Class time teachers used for specific knowledge and skills related to plagiarism.

As demonstrated by Figure 4, the knowledge and skills most taught by participants, determined by combining the “1-15 minutes” category through the category of “more than 2 hours,” included:

- Why it is important to not plagiarize (53 participants; 93%);
- Consequences and punishments for plagiarizing (52 participants; 91%);

- Definition of plagiarism (52 participants; 91%);
- Specific types of plagiarism (47 participants; 82%).

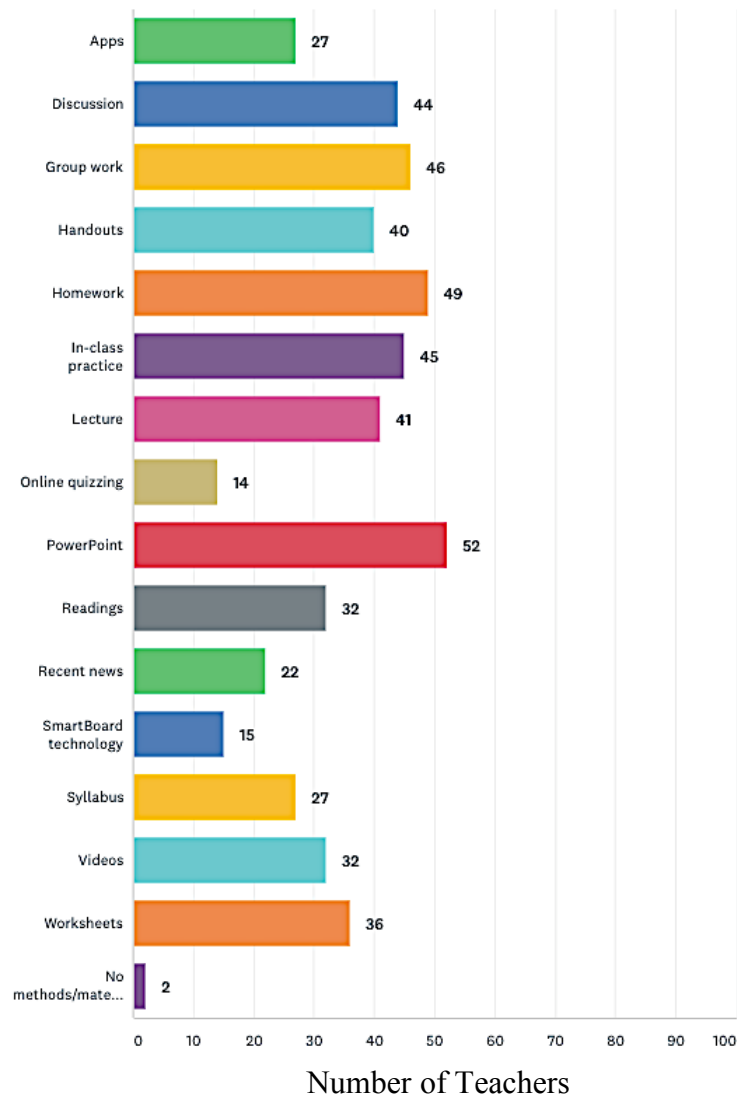
Conversely, participants ranked the following items as most frequently “never” taught by them during an average semester or term:

- Different formats (such as MLA, APA, Chicago, Harvard, Turabian) (24 participants; 42%);
- How to make a bibliography or reference page (18 participants; 32%);
- How to paraphrase (17 participants; 30%);
- How to use quotations (16 participants; 28%);
- How to cite sources in an essay or paper (15 participants; 26%).

In addition, participants were also asked to specify the resources and activities used during class time spent on knowledge and skills related to plagiarism, as seen in Figure 5 on the following page. A mix of traditional and modern methods and materials was favored by most teachers, as evidenced by the top five items:

- PowerPoint (52 participants; 91%);
- Homework (49 participants; 86%);
- Group work (46 participants; 81%);
- In-class practice (45 participants; 79%);
- Discussion (44 participants; 78%).





*Figure 5.* Methods and materials used by teachers in-class to instruct in knowledge and skills related to plagiarism.

### Personal Attitudes regarding Plagiarism

Presented with a 5-point Likert scale with various statements reflecting moralistic/punitive, self-regulatory, and educative views on plagiarism, participants were asked to indicate

their level of agreement or disagreement with each item to determine the dominant posture taken by participants regarding plagiarism.

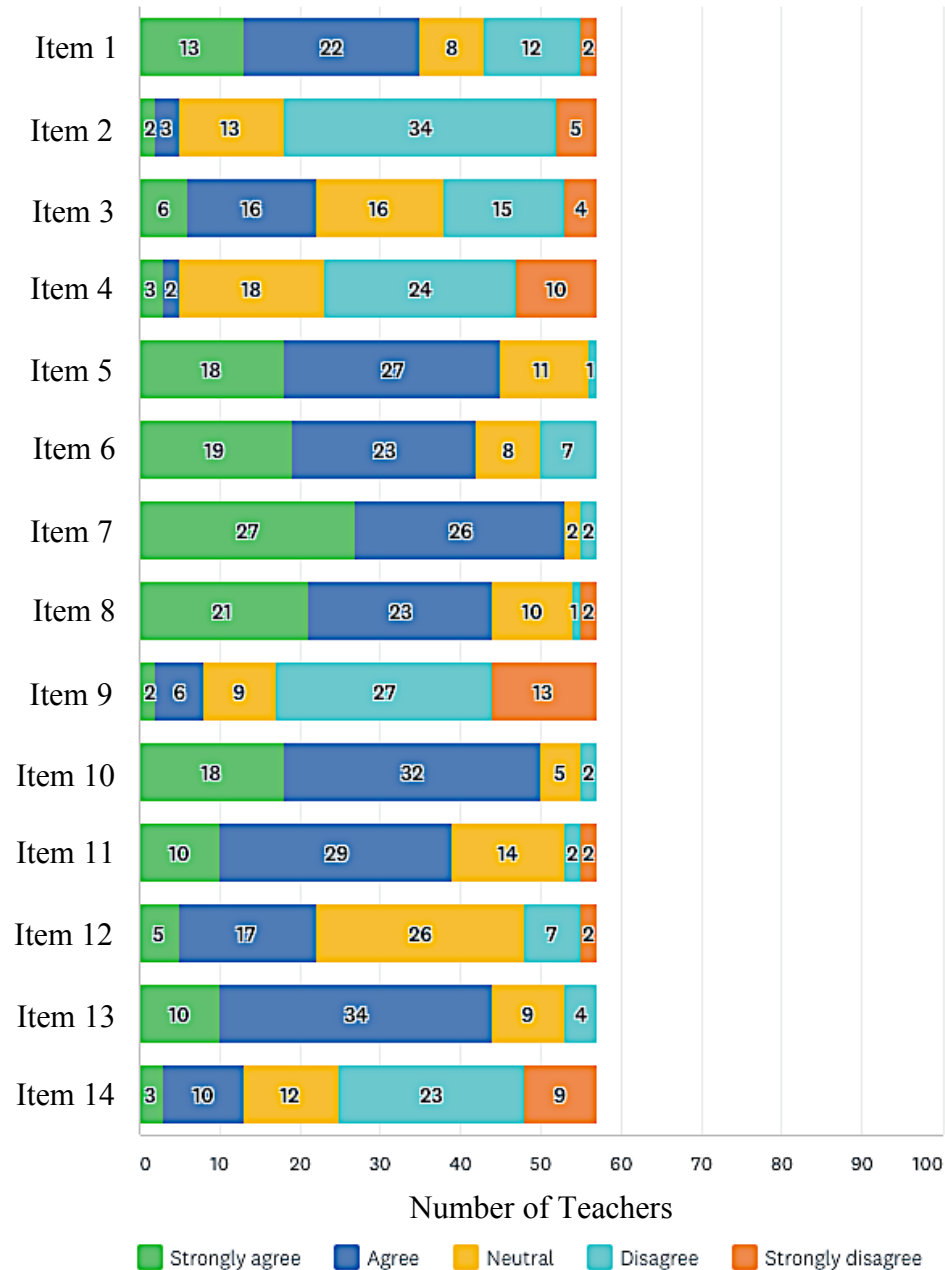


Figure 6. Teachers' attitudes demonstrated through specific statements on plagiarism.

As seen in Figure 6, participants indicated agreement (both “strongly agree” and “agree”) most noticeably with these five statements:

- Plagiarism is a threat to academic integrity and the learning process. (53 participants; 93%)
- Not all student plagiarism is intentional. (50 participants; 88%)
- Plagiarism is a serious offense. (45 participants; 79%)
- Plagiarism shows disrespect for an author and his/her hard work. (44 participants; 77%)
- An author’s words and ideas belong to him/her; such is their property. (44 participants; 77%)

Four of the five items indicate that participants tended to lean towards a moralistic or punitive view, which researchers have found common among education professionals as well as in official academic integrity policies at educational institutions.

Items most strongly disagreed with, including both “strongly disagree” and “disagree,” by participants included:

- Teachers should lose respect for a student who plagiarizes. (40 participants; 70%)
- Teachers should not trust a student who plagiarizes. (39 participants; 68%)
- Plagiarism can be a reasonable and acceptable part of the creative process. (35 participants; 61%)
- Plagiarism isn’t a big problem in my department/center. (32 participants; 56%)

One of the four items demonstrate a moralistic or punitive attitude while the top-ranked two lean more towards educative in nature.

Participants demonstrated a lack of consensus regarding two particular items:

- Including famous and celebrated sayings from historical figures that everyone knows without including the person's name is acceptable. (22 participants or 39% agreeing; 16 participants or 28% neutral; and 19 participants or 33% disagreeing)
- Certain types of plagiarism can be seen as part of learning how to write. (22 participants or 39% agreeing; 26 participants or 46% neutral; and 9 participants or 16% disagreeing)

The first item was specifically included due to the diverse context in which the survey was given.

The second item was designed to reflect an educative posture.

### **Student Motivations to Plagiarize**

Participants were presented 14 statements representing common perceptions found in previous research regarding why students commit acts of transgressive intertextuality then ranked them via a five-point Likert scale. This again allowed participants to indicate a neutral position as an "out" if they had little knowledge and/or experience with a statement's observation on students in general.

As show in Figure 7, which is located on the following page, participants' most common "agree" and "strongly agree" statements for why students choose to plagiarize included:

- Students are taking advantage of the Internet and online resources. (51 participants; 89%)
- Students do not understand how serious plagiarism can be in other academic settings. (45 participants; 79%)
- Students have bad time management and procrastination. (43 participants; 75%)

- Students have too much pressure from their parents to perform well.

(41 participants; 72%)

- Students do not believe that they will be caught and punished. (39 participants; 68%)

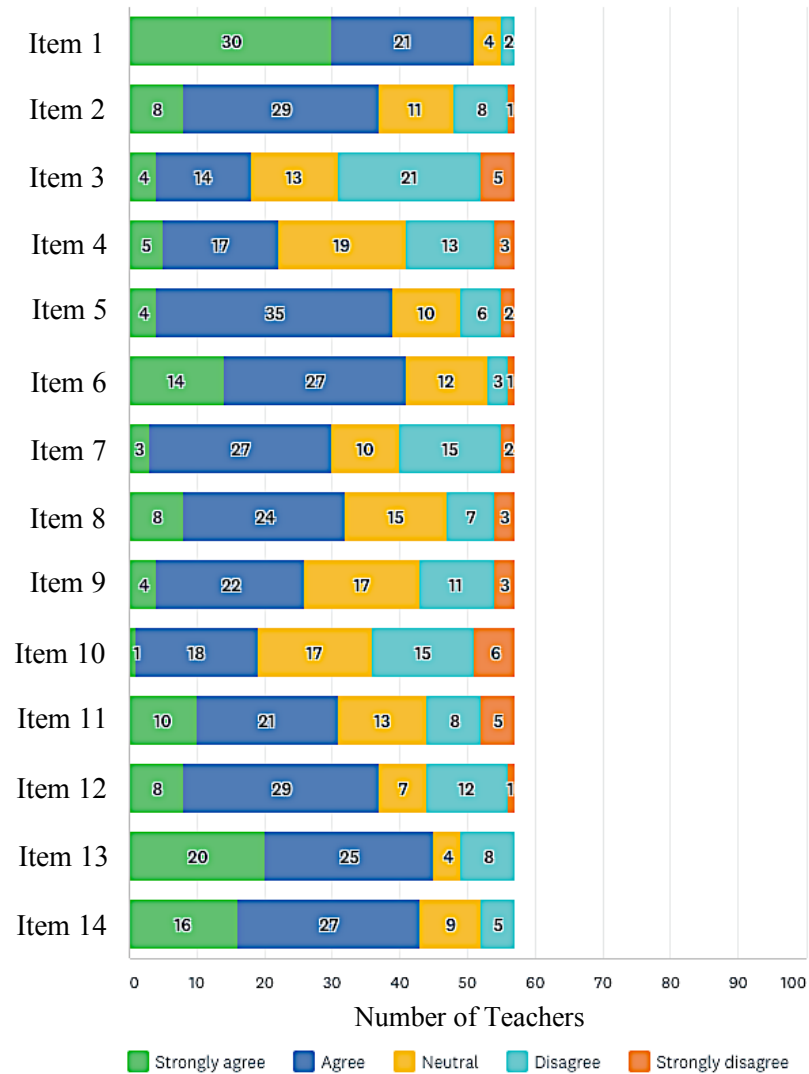


Figure 7. Teachers' perceptions of student motivations to plagiarize.

Statements that were most commonly marked as “disagree” or “strongly disagree” by participants, but not indicating consensus, included:

- Students think assignments are wasting their time and not worth the effort.  
(26 participants; 46%)
- Students feel pressure from other students who plagiarize. (21 participants; 37%)
- Students have a low level of reading and/or writing abilities. (17 participants; 30%)

Based on the roughly proportionate numbers for the three major rankings, participants expressed strong lack of consensus for the following two statements:

- Students feel pressure from other students who plagiarize. (19 participants or 33% agreeing; 17 participants or 30% neutral; and 21 participants or 36% disagreeing)
- Students are given too much work to do by their teachers and cannot finish it all reasonably. (22 participants or 39% agreeing; 19 participants or 33% neutral; and 16 participants or 28% disagreeing)

### **Interview Data**

While 18 questions (see Appendix B) were drawn up for select follow-up interviews based on patterns seen in the survey data, only 10 questions were chosen and asked.

Four questions (numbers three, four, five, and seven) reflected the section survey aimed at identifying and ranking plagiaristic behaviors. Interviewees offered copying and pasting, Wikipedia, and missing or incorrect citations. Three interviewees included a focus on low-level students committing it due to lack of language ability, laziness, and/or busyness. Three interviewees expressed directly or indirectly that use of translation to cover up lack of originality was “wrong” and easily sensed but often difficult to absolutely determine, especially for foreign

staff members without sufficient Chinese language abilities. Regarding common knowledge, interviewees demonstrated greater unsureness via their range of views, including considerations from “subject specific” to what is agreed upon (and readily observable) across cultures to “clear facts” regarding famous people. Three of the six interviewees communicated with a level of certainty while three directly or indirectly were unsure but willing to share their views.

When asked about determining intent in possible offenses, half of the interviewees tended to explore students’ general attitudes and/or behaviors during and after formal class times. Attitudes or behaviors deemed as contributing and even suspicious in students included known laziness, having “given up” on a subject or school in general, lacking English language ability, and being “scared” to have and share their own thoughts on a topic. Half of the interviewees seemed to focus more on how and how much plagiarism seemed to be occurring in an assignment or essay.

Two interview questions selected targeted perceptions of consequences. On the topic of parents’ as well as head teachers’ roles in engaging students, only one interviewee said that parents can and are a positive and potentially powerful influence on students. One interviewee included the idea that “the parents need to be taught too” about academic integrity in relationship to plagiarism. Teachers in general seemed to carry more weight in interviewees’ eyes. One interviewee added that college counselors appear to have more authority than teachers because of their direct involvement with the students’ end goal, namely attending university overseas, especially in the U.S. or U.K. Concerning GPA-related punishments and their perceived effectiveness, interviewees gave a range of views with little consensus. Two interviewees explored how it “connects” the offense to an idea of seriousness since the consequences are more

“personal” and not based on morality. Two interviewees bent more toward the relationship with college applications and pressure felt to be as competitive as possible in a crowded field. One interviewee discussed how punishments need to be “consistent” and have a “sustainable” quality to them as well as the policies themselves.

Three follow-up questions on student motivations and personal views were asked. Interviewees concentrated on student characteristics similar to those discussed regarding determining intent when asked why teachers seem to agree that students believe they will not be caught and thus plagiarize. One interviewee highlighted the idea of “vigilance” and all teachers within a department or institution having the same understandings and making efforts to detect and punish; the need to “make an example” of a few offenders at the start of a school year or semester was also mentioned by the interviewee. Regarding the relationship between culture and plagiarism, all interviewees directly or indirectly agreed that a relationship does exist and tends to create “a battle” or “confusion” due to “unfamiliarity” with plagiarism and how it is understood and approached. One interviewee stressed an allusion to the famous American cartoon *Tom and Jerry* as an analogy. Addressing the lack of consensus shown in statements communicating an educative approach to plagiarism, five of six interviewees directly or indirectly stated that they did “expect” or “anticipate” unintentional issues with plagiarism when students first enter their respective divisions or schools. They also communicated that “clear expectations” and a sense of how “serious” plagiarism is, coupled with graduated levels of punishment, were necessary. Two interviewees were specific about how they went about training students via “drafts,” “practice,” and “one-on-one” office conversations about appropriate vocabulary use, paraphrasing, and citing.



When asked to share “striking instances” personally experienced by them, interviewees shared a range of occurrences from newer or low-level students copying extensively to a well-trained high-level senior copying “obscure sources” for at least 75% of a research paper. One interviewee emphasized in his/her given instance that students were “blatant” in their plagiarism because it seemed they found the assignment “annoying” and “useless.”

For the final question of the interview, interviewees were given an open stage to share additional information they felt was important, if they wanted to. One interviewee questioned if a solution for issues related to plagiarism was known; one stressed the need for specificity and agreement among faculty members on policies; one revisited the essential difficulties of “culture clash,” “confusion,” and “consoling” students as they navigate an international education while still in their motherland.

### **Discussion**

The purpose of the current study has been to examine how the diverse population of teachers employed by international high schools and divisions located in China’s first-tier cities perceive plagiarism with the following research questions in mind:

1. What are Chinese and foreign faculty members’ understandings of and instructional practices related to plagiarism and its varied expressions?
2. What are Chinese and foreign faculty members’ attitudes toward plagiarism?
3. What are Chinese and foreign faculty members’ perceptions of student motivations to plagiarize?
4. How can this study inform effective changes in policies and practices for the surveyed departments?

Findings regarding the first major research question, on the whole, echoed previous research, especially in participants' tendency to more consistently and strongly identify what researchers consider the more obvious forms of plagiarism (Lei & Hu, 2014; Hu & Lei, 2015; Lei & Hu, 2015; Hu & Lei, 2016; Hu & Sun, 2016; Kim & LaBianca, 2017; Wei, Hao, Pan, Liu, Bao, Wei, & Jiang, 2017). Large amounts of text copied in proportion to the whole as well as clearly deceptive means used by students were characteristic in items of consensus. As one interviewee shared, students are "just copying, like, copy-and-paste complete paragraphs. That's like happened recently. I was so surprised that they think they can get away with that. ... They sometimes even don't change the letter type or something like that. So obvious." Another interviewee shared about a student going to greater lengths to plagiarize:

I had a student ... two years ago who was a great [grade] eleven student, and he had been two years into our program. He knew exactly what plagiarism was, and I had him in a colloquy class. He essentially plagiarized 75% of his essay from obscure sources he didn't think I would find, but I did."

Items demonstrating lack of consensus also mirrored previous research, as cited above, and are considered among the subtler forms of plagiarism.

Common knowledge and personally-memorized, culturally-significant information seemed to be a source of confusion and frustration, especially in the diverse contexts of the four divisions and schools participating. One survey participant explained:

Students are in the process of growing. I don't think that using some materials that have been personally memorized is plagiarism. It is like students get all the

new things from teachers and books, then that can be the foundation for their own knowledge system. Those materials can be the learning resources.

Another survey comment mirrored it:

It is not [an] easy thing for students to create new ideas now. Very often they just read a lot of materials to get some illustrations then express their own ideas. For high school teachers, normally we won't regard that as serious plagiarism, because students still learn something from that. But we are working on encouraging them to share different perspectives.

Though findings in previous research were mixed (Kim & LaBianca; Kwong, Ng, Mark, & Wong, 2010), translation appeared transgressive to participants in this study when applied to large portions of others' work, though leniency was evident if students exhibited low-level English language skills, implying perhaps a lack of intent to deceive. According to three different interviewees:

“Our current grade 10 has a very weak English level and, like, translation is a difficult one. I find that if a student is just struggling with their English in general and just using a translator to put their own thoughts in Chinese first and then translate their own thoughts to English, that's one thing. I especially, at that stage, sort of tolerate that. But then, them finding Chinese sources and translating those and trying to say that it's their work, that's the one that I have more trouble with.”

“I really read carefully every sentence. I can tell, I can even some students write vocabulary – I didn't know it – I never taught them this vocabulary. But then

they can write it, I know. Nowadays, [they use] back[-and-]forth translation from Chinese to English. ... If only some words some big, difficult words, they, some words, they used I still think you know they use the translation.”

“That's always very difficult to tell, if they have a Chinese source and they have translated it themselves and it doesn't really show up on something like Turnitin, or you can't find it done when you search on Google or something like that. It'd be very difficult for us to determine whether that's plagiarism or not. Obviously, I would still consider it wrong, but it would be very difficult to catch.”

One survey participant explained at length:

I think the formation of our perception of plagiarism has something to do with the education system in China. When I was a student, I had never been told that you must mention the names of the author and the book if you want to use one sentence from his/her book, except for the time when I was preparing for my graduation thesis. About the graduation thesis, many universities in China use the plagiarism checker to avoid the situation. Then students find the shortcut by translating between two languages, which would never [be] found by the plagiarism checker. But later, I know this is still plagiarism. While, now I am still not sure whether it is a must to mention the source of a picture if I want to use it in my [PowerPoint] document. That is to say, I cannot see where is the clear line between plagiarism and not plagiarism.

Another included:

Some of the above situations, such as translation from sources in a different language, are hard for me to detect. I've never come across it because I don't read Chinese, but, at the same time, I am sure this is a very frequently occurring form of plagiarism!

Further studies regarding the current study's first major research question could utilize passage-focused instruments, such as those in Hu and Lei's 2016 research.

A finding not anticipated was the low frequency of instances of plagiarism reported by survey participants. More than 50% of participants disagreed with the statement that it "wasn't a big problem in my department/center" in a later section of the survey. Survey comments in relationship to this discrepancy included:

"Some of these [behaviors], I can't be certain of how often they happen. Many of them don't apply since we don't often do research papers in my specific coursework. But I would say that when we do complete papers like that, students often fail to cite their works properly and I grade those as zeros if they don't correct their mistakes."

"Some of these situations are difficult to judge how often it happens within student activities. While I consider plagiarism to be serious in all instances, there is often unintentional plagiarism simply because students do not understand how to do it properly."

"Most of the plagiarism I have seen is usually bad referencing or bad citing, and sometimes it comes from an inability to rephrase. Only very rarely do we see deliberate attempts at plagiarism in the school and I have only seen two or

three examples in several years. On the other hand, I'm sure there have been several a semester that have inadvertently plagiarized despite our attempts to teach them how to cite and reference."

One interviewee mentioned that some teachers may be "careless" and not thoroughly read students' work in order to determine if plagiarism is occurring.

The perceptions and applications of consequences also largely fell in line with studies cited in the literature review, especially for grades, assignment redoes, and re-teaching crucial but lacking knowledge and skills (Kwong, Ng, Mark, & Wong, 2010; Hu & Sun, 2017). However, inconsistency was noted within the current study as participants highly rated parental contact for first, second, third, and further instances but did not see the action in itself as effective. As one survey participant commented, "In Chinese culture, we rarely educate students [in the ways listed on the survey], so it's a little bit idealistic. Parents will not permit school and teachers do it that way, and [schools] would have [pressures]." When asked, interviewees gave additional insights, including:

"It's something that parents do need to go through a learning process themselves as well, what I found was last year I taught ESL and at the start of that grade 10 class. I had students bringing me in book reports that were completely copied, and I had a conversation with the students confronting them with like, 'This is completely copied work,' and the student just says, 'Well, yes, but I looked this over with my parents, with my father, and we kind of both agreed I would never be able to write something with this quality, and I should learn from having found this report, and I should learn from this report, but I should not

attempt to change it in any way or write my own because it's never going to be as good as this.' So, it's a learning process for the parents as well, I think, which sometimes we could probably do a little bit better."

"The parents will think, [and] they will reply to [the] teacher that, 'That's okay. I will talk to my children,' and whatever. But no effect, I think."

"It depends on the parents' attitude to their children, on the parents' education and honesty. ... But I think you should understand each child's family's background. If a child [is] from [an] educational, you know, family, you can talk to the parents. But if the parents – sometimes especially for the international school – some parents, they are doing small business, but they suddenly make some money, big sum of money – although small business – the family's less educated, so it's no use to talk to their parents. No use, because the parents are happy so, 'Oh my child is so smart.' Yeah, he can do the work, because in the business [they are] cheating themselves. They like to evade the tax from the government."

One interviewee brought up that a student must have a close relationship with his/her parent/s in order for parental contact to make a difference. This particular disciplinary practice may be one that is common and effective in regards to other issues within the larger culture of China, and thus assumed and carried into international education setting, which is relatively young. Qualitative studies looking into the nature and content of teacher-parent and parent-student interactions in both national and international education programs focused on plagiaristic offenses would be help to investigate this contradiction.

Instruction regarding plagiarism, which also falls under the first major research question, was mostly focused on basic knowledge and given short amounts of class time by participants. Practical skills related to avoiding plagiarism were allotted significant time by a minority. Roughly 10 of 34 survey comments included by participants directly or indirectly stated that knowledge and skills related to academic integrity were addressed or “taken care of” in humanities courses, however at least six communicated cross-curriculum and/or institution-wide approaches and efforts. Also, a type of academic socialization seems to be occurring in the surveyed institutions per the following survey comments:

“Making sure the students see plagiarism in relation to their experiences with previous Chinese teachers can really pay off. In my experience, drawing clear parallels between the two systems and discussing them in class as examples help students understand ways to avoid plagiarism.”

“I would imagine that I spend significantly more time than most teachers do (at least in China) in explaining to students what constitutes plagiarism, and how to avoid it. I believe it is well worth the effort, though.”

“We have integrated into our curriculum, so time spent on it will double, for sure.”

“Colloquy, SDP, and English generally have units or weeks devoted to understanding the concept and permutations of plagiarism. By the time they get to my class, the majority have a relatively clear understanding what constitutes a violation. In one instance, however, a student seemed to be genuinely confused by



the idea of a 'common sense' definition, and thought it was okay to use a definition from the internet to explain a specific term in psychology.”

One interviewee expanded on the idea:

There is a culture difference going on that you do need to be sensitive of, and you do need to really teach, especially the students who start in a Western education. You really do need to teach them, like, how this is viewed from a Western perspective. It's not something that they're familiar with, so I think cultural differences is definitely there, and it's definitely something we should be aware of, that you definitely do need to be taught what Western society views as plagiarism and, how Western society deals with studying great works.

While a certain amount of knowledge and skills, which have been found significant and even vital in previous studies (McCabe, Trevino, & Butterfield, 2001; Shi, 2009; Kisch, 2014; Adhikari, 2018), is communicated by participants, further studies should be conducted to determine the specific methods used and how effective such are in relationship to targeted knowledge and skills.

For the second major research question, the current study found participants demonstrating clearly punitive and moralistic attitudes and views on plagiarism, keeping to the findings cited in the literature review (Teh & Paull, 2013; Lei & Hu, 2014; Lei & Hu, 2015; Hu & Lei, 2015; Hu & Sun, 2017). However, significant evidence of self-regulatory and educative were found, especially in reference to high- and low-level English language learners, respectively. Interviewees in particular expressed this when sharing “striking instances” of student plagiarism in their teaching career. The increased presence of variety may have been at

least partially correlated to the inclusion of two strongly-worded statements about “losing respect for” and “trust in” students who plagiarize; survey comments tended to concentrate on refuting the statements and clarifying how teachers should approach their students who find themselves in such situations:

“I do have strong feelings about the seriousness of plagiarism, but am willing to allow students to make mistakes and do not like to label or punish them if it is a singular occurrence. If it is a behavior that is repeated, trust is broken and it shows more the character of a student. It takes a lot of hard work to earn the trust back if a student intentionally plagiarizes more than once.”

“I am most understanding and tolerant of other views as regards using another writer's original ideas without citing a source properly. I can understand how for a student who is less familiar with academic standards and integrity, it may seem like every idea he includes in his paper will not be his. Thus, why should he cite something that he wrote in his own words? As second language learners, one of the key challenges my students face is writing things in an original way. I am more likely to see such instances of plagiarism as honest mistakes. As far as simply copying large sections of another student or author's work and trying to pass it off as original thought, I am far less likely to be forgiving.”

“If a student plagiarized, we can regard him/her as a dishonest person, but we still need to respect him/her as a person.”

“Sometimes people are tempted to [plagiarize] owing to different reasons, such as being lazy, or needs for meeting deadlines of some assignment or homework or other reasons, especially for those young kids who may not be able to manage their time very well. One minor perpetration doesn't mean they are helplessly broke in academic integrity.”

“I don't think a teacher should lose trust or respect for a student who plagiarized once. If it is a consistent pattern, though, the trust is broken. And it may take quite a bit of time to build that up again.”

Participants' views on the third major research question paralleled those in previous studies as well (McCabe, Trevino, & Butterfield, 2001; Harris, 2001; Kwong, Ng, Mark, & Wong, 2010; Hu & Lei, 2015). However, on surveys and in interviews, participants stressed students' language levels and general busyness in the context of international divisions and schools:

“As with simple spelling, grammar and format mistakes, I do believe that some plagiarism would be reduced simply if students had/made more time for reviewing their work with teachers or even peers. Students do not employ a review process often enough, which hurts their ability to catch accidental plagiarism and adds pressure to commit more intentional plagiarism.”

“Students with low levels of English whom I have caught [plagiarizing] are embarrassed about their work. When the teacher can talk to the students and encourage them to try, I find that plagiarism from those students will decrease.”

“I'm in my fifth year in the department, so I know international department students that they are so, so tired, actually from grade 10. I know, every day, no break. So many activities, so many papers. ‘Please, I'm used to it, yeah. ... We need to finish the *huikao* for the certification of high school and also we need to [ do] TOEFL, SAT, AP, whatever.’ The learning, it's much, much, much bigger than just general [national] department.”

“[The students] really need time [to write their essays and their homework], but since the students are always busy [due to] examination pressure, sometimes they are lazy. And nowadays is also popular to use website and go to the website to search.”

“Most of the students who plagiarize have the potential to perform well. I think it's a combination of factors, but ultimately boils down to what they consider to be worth their time. The problem is that most students at that age have a very narrow perspective. That's why I think that giving these students a better understanding of how the world works, will be what helps them to improve.”

Quantitative data outlining the average time spent by students with low-, mid-, and high-level English language abilities on various research-related tasks could provide further insights.

### **Implications**

Practically speaking, the data suggests teachers in the context of the China's international divisions and high schools should consider making specific modifications to policies and practices in order to better prepare their students for the policies and practices they will encounter when studying abroad for their university education.

Regarding policies, the current study found evidence that, in general, all faculty, Chinese and foreign, should present a united, proactive front and have comprehensive but easy-to-understand policies so that parents and students alike can have a fair opportunity at meeting the institution's expectations. Where faculty lack consensus about what constitutes plagiarism, especially in individual subjects, there will be confusion for parents and students too. Institution policies should be precise and purposeful to specify not only obvious forms of plagiarism but its subtler and sometimes more confusing expressions. Consequently, policies should make special note of how translation, common knowledge, peer-editing, tutoring, and memorized information are defined and dealt with. At the beginning of every semester, or at least every academic year, all faculty, new and veteran, should read, discuss, evaluate, revise, and affirm its policies; this is especially crucial due to the high turnover and diversity seen among foreign staff. Faculty should be held accountable to the same standards it puts upon its students in order to create a fair learning environment wherein the trust and respect that participants stressed can be fostered. Individual instructors should be responsible for filling in subject-specific concerns related to plagiarism as well as going beyond answering "what" (which the current study showed being given the most time by participants) and investing more in "how," which are those critical skills students need to avoid plagiarism. Closely related skills in researching using the Internet and time management, which were frequently seen by participants as student motivations to plagiarize, should also be directly instructed on within the first few weeks of students entering an international school or division.

Also, faculty often contacted parents about student plagiarism but found it largely ineffective due to a perceived lack of understanding from parents about the academic offense;

thus, divisions and schools should design and implement policies affecting GPA with punishments handed down from those in authority within the institution, for participants indicated greater success with consequences directly or indirectly related to the students' future college applications. Distinctions could be made between minor and major infractions by deducting points based on the plagiarism committed. Furthermore, parents appear to need a significant amount of instruction to grasp the gravity of the offense, based on survey and interviewee comments. Students along with their parents should be required to read, discuss, and sign the institution's academic integrity policy as an entry requirement with follow-up meetings and conferences with both Chinese and foreign faculty at least once a semester. The detailed understanding and punitive attitude that teachers should be communicated and adopted by parents to increase present and future success for students academically.

In practice, teachers would benefit their students by taking more of an educative approach for their particular context, focusing on the necessary academic socialization of the students since they come from a very different context. This approach would allow teachers to invest more heavily and directly into building positive rapport and relationships with students, which data indicates is a priority for participants. This is not surprising since most international schools and divisions are small in contrast to their public counterparts. This could include leveled and consistent instruction in key knowledge and skills in all subjects as well as one-on-one help during teachers' office hours. Multiple ungraded drafts with detailed teacher feedback as well as in-class peer editing could help create a more educative environment as such permit students to make errors without fear of punishment as they learn. As previously mentioned, teachers should

not neglect including direct instruction on research skills, responsible Internet use, and time management as such is commonly seen as motivators to plagiarize when lacking.

### **Limitations to the Study**

Regardless of having taught in Beijing's public education system for eight years in total, I am still an outsider to China looking in, in a manner of speaking. Thus, there are cultural differences that have more than likely affected parts of the current study undertaken by me though conscientious efforts were made against such.

Though the topic and specific items addressed in the current study have been widely considered and published on, the particular population and context, namely the international divisions and schools in China's first-tier cities, have seen limited investigation. Thus, comparing and contrasting the current study's findings with prior research mentioned in the literature review was hindered at points. As a result, the current study could be categorized as more exploratory in nature.

Finding and gaining access to willing divisions and schools, limiting the number of consenting participants possible, was also experienced. Plagiarism is a sensitive topic that could possibly be seen as compromising to the image and success of the institutions participating, even though specific names and locations are not used. Though assurance was given that identifying information would not be used in the current study, a number of divisions and schools approached by me were unresponsive or unwilling.

Language fluency in English and Chinese was also a limitation for my participants and me. Its effects were mainly experienced during select follow-up interviews. While I was able to reasonably interpret what interviewees desired to communicate and made efforts to restate as

well as summarize their ideas after they stated them, this was still a limitation. There may also be prior research published in Chinese without English translation relating directly to the current study that I am unaware of.

As previously stated in the methods section of this study, conflicting information between what was said during formal interviews and what was informally said to me afterwards is also a limitation of note.

### **Summary**

Results of the current study's survey and interview data have shown particular patterns of concern from regarding plagiarism among the diverse faculty of China's international high schools and divisions. Of greatest concern based on the perceived ineffectiveness yet consistent use was parental contact as a punishment; policies should target GPA and transcripts since such has been proven as more effective from the faculty's point of view since it is directly and indirectly related to the students' ultimate goal, namely admittance to university abroad. Furthermore, educating parents alongside their students about plagiarism, and academic integrity in general, was emphasized during select follow-up interviews due to the significant difference between the education systems families and their students are coming from and aspiring to. While noted by other studies as essential, a faculty's careful development of and consistent adherence to policies regarding plagiarism (including clear definitions, listing specific expressions, and implementing persuasive GPA-related consequences) appeared even more crucial due staff diversity and high turnover, especially among foreigners. With positive rapport and relationships also appearing as important to faculty within the context, perhaps as a result of the schools' and divisions' smaller populations, teachers would benefit their students by



becoming even more educative in their teaching methodologies and attitudes while maintaining their overarching denunciation of plagiarism itself; students may be receiving mixed messages if teachers are not making efforts to instruct on as well as detect offenses and confront offenders in a timely and fair manner according to institution policies.

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APPENDIX A

Online Survey Text

“Teachers’ Perceptions of Plagiarism in High School International Departments  
and Curriculum Centers in China’s First-Tier Cities”

Complete Online Survey by Katie M. Thomas

Projected completion time: 30-60 minutes

Part 1: Demographic Information (11 items)

1. Individual Identifying Number: \_\_\_\_\_

2. Select the institution you are employed by:

- ☐ Beijing No. 4 Middle/High School
- ☐ Beijing No. 8 Middle/High School
- ☐ Beijing 101 Middle/High School
- ☐ Beijing National Day School
- ☐ Experimental High School of Beijing Normal University
- ☐ High School Affiliated with Renmin University
- ☐ High School Attached to Peking University



3. What are your current positions in the institution? Check all that apply.

- ☐ Administrator
- ☐ College counselor
- ☐ Head of a department
- ☐ Head teacher
- ☐ Principal/headmaster
- ☐ Subject teacher
- ☐ Other: \_\_\_\_\_

4. What is your nationality? \_\_\_\_\_

5. Select the gender you identify with:

- ☐ Male
- ☐ Female
- ☐ Other: \_\_\_\_\_

6. Select your age range:

- ☐ 20-29 years
- ☐ 30-39 years
- ☐ 40-49 years
- ☐ 50-59 years
- ☐ 60+ years

7. Indicate the degree/s you have completed. Check all that apply.

- ☐ Associate's
- ☐ Bachelor's
- ☐ Master's
- ☐ Doctoral
- ☐ Experienced-based

8. List licensure(s) and/or certification(s) you have earned.

9. Select the total number of years you have taught:

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10-12 years
- ☐ 13-15 years
- ☐ 15-17 years
- ☐ 17-19 years
- ☐ 20+ years

10. How many years have you taught in China?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10-12 years
- ☐ 13-15 years
- ☐ 15-17 years
- ☐ 17-19 years
- ☐ 20+ years

11. List the subject/s you currently teach.

## Part 2: Knowledge of Plagiarism (16 items)

INSTRUCTIONS: Read each item and mark the degree of plagiarism based on your own opinion of and/or experiences with plagiarism. Then mark how often, on average, you personally as a teacher encounter each situation with your students per semester/term.

	Degree of plagiarism				Frequency per semester/term			
	Not plagiarism	Insignificant plagiarism	Minor plagiarism	Serious plagiarism	Never	1-2 times	3-4 times	5+ times
1. Using another student's entire paper or large parts of it								
2. Not including all sources that were used in a paper in the bibliography								
3. Using a previous student's class materials, including tests, quizzes, papers, research, etc.								
4. Buying an essay or research paper online								
5. Combining authors' specific ideas and/or reasoning without including their names and works								

6. Translating a paper from one language into another then turning it in with improvements in grammar and vocabulary								
7. Copying a homework assignment from another student with that student's permission								
8. Using material that has been personally memorized and understood without naming the author or the work								
9. Adding sources that were not used in a bibliography								
10. Including one or more word-for-word sentences without using quotation marks								
11. Submitting the same essay for two different classes								
12. Including fake or altered data on a project or lab report								

13. Copying an entire paper, essay, or source then changing some words and/or phrases in it								
14. Including one or more word-for-word sentences without including the author's name and/or work								
15. Using a visual (e.g. photograph, artwork, chart, diagram) without mentioning the creator's name								
16. Copying a homework assignment from another student without that student's permission								

## Part 3: Consequences for Plagiarism (15 items)

INSTRUCTIONS: Read each item, then mark how useful and persuasive the consequence is based on your understandings of and/or experiences with students who plagiarize. Even if you have never had or seen a student receive the consequence, you can answer based on your personal views.

	Very effective	Effective	Slightly effective	Neutral	Slightly ineffective	Ineffective	Very ineffective
1. 0% on the assignment, essay, quiz, test, etc.							
2. Cannot attend class/es for a specific amount of time							
3. Contact parents							
4. Dismissed from the school's program with consideration for re-entry							
5. Dismissed from the school's program without consideration for re-entry							
6. Fail the entire course then re-take the course the following semester/term							

7. Note or letter with the student's official transcript							
8. Nothing; situation is ignored							
9. Redo the plagiarized assignment, essay, quiz, test, etc.							
10. Verbal warning from head teacher							
11. Verbal warning from principal/headmaster							

INSTRUCTIONS: Select the consequences that usually happen for each instance an individual student plagiarizes. Check all that apply.

Consequences for first instance tend to include:	<input type="checkbox"/> 0% on the assignment, essay, quiz, test, etc. <input type="checkbox"/> Cannot attend class/es for a specific amount of time <input type="checkbox"/> Contact parents <input type="checkbox"/> Dismissed from the school's program with consideration for re-entry <input type="checkbox"/> Dismissed from the school's program without consideration for re-entry <input type="checkbox"/> Fail the entire course then re-take the course the following semester/term <input type="checkbox"/> Note or letter with the student's official transcript <input type="checkbox"/> Nothing; situation is ignored <input type="checkbox"/> Redo the plagiarized assignment, essay, quiz, test, etc. <input type="checkbox"/> Verbal warning from the student's head teacher <input type="checkbox"/> Verbal warning from the principal/headmaster <input type="checkbox"/> Other: _____
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Consequences for second instance tend to include:	<input type="checkbox"/> 0% on the assignment, essay, quiz, test, etc. <input type="checkbox"/> Cannot attend class/es for a specific amount of time <input type="checkbox"/> Contact parents <input type="checkbox"/> Dismissed from the school's program with consideration for re-entry <input type="checkbox"/> Dismissed from the school's program without consideration for re-entry <input type="checkbox"/> Fail the entire course then re-take the course the following semester/term <input type="checkbox"/> Note or letter with the student's official transcript <input type="checkbox"/> Nothing; situation is ignored <input type="checkbox"/> Redo the plagiarized assignment, essay, quiz, test, etc. <input type="checkbox"/> Verbal warning from the student's head teacher <input type="checkbox"/> Verbal warning from the principal/headmaster <input type="checkbox"/> Other: _____
Consequences for third instance tend to include:	<input type="checkbox"/> 0% on the assignment, essay, quiz, test, etc. <input type="checkbox"/> Cannot attend class/es for a specific amount of time <input type="checkbox"/> Contact parents <input type="checkbox"/> Dismissed from the school's program with consideration for re-entry <input type="checkbox"/> Dismissed from the school's program without consideration for re-entry <input type="checkbox"/> Fail the entire course then re-take the course the following semester/term <input type="checkbox"/> Note or letter with the student's official transcript <input type="checkbox"/> Nothing; situation is ignored <input type="checkbox"/> Redo the plagiarized assignment, essay, quiz, test, etc. <input type="checkbox"/> Verbal warning from the student's head teacher <input type="checkbox"/> Verbal warning from the principal/headmaster <input type="checkbox"/> Other: _____
Consequences for further instances tend to include:	<input type="checkbox"/> 0% on the assignment, essay, quiz, test, etc. <input type="checkbox"/> Cannot attend class/es for a specific amount of time <input type="checkbox"/> Contact parents <input type="checkbox"/> Dismissed from the school's program with consideration for re-entry <input type="checkbox"/> Dismissed from the school's program without consideration for re-entry <input type="checkbox"/> Fail the entire course then re-take the course the following semester/term <input type="checkbox"/> Note or letter with the student's official transcript <input type="checkbox"/> Nothing; situation is ignored

	<input type="checkbox"/> Redo the plagiarized assignment, essay, quiz, test, etc. <input type="checkbox"/> Verbal warning from the student's head teacher <input type="checkbox"/> Verbal warning from the principal/headmaster <input type="checkbox"/> Other: _____
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## Part 4: Instruction on Plagiarism (10 items)

INSTRUCTIONS: Read each item, then mark how much time, on average, you take during class per semester/term to teach students about the knowledge or skill listed.

	Average teaching time per semester/term							
	Never	1-15 minutes	16-30 minutes	31-45 minutes	46 minutes to 1 hour	1-1.5 hours	1.5-2 hours	More than 2 hours
1. Definition of plagiarism								
2. Specific types of plagiarism								
3. Why it is important to not plagiarize								
4. Consequences and punishments for plagiarizing								
5. Different formats (such as MLA, APA, Chicago, Harvard, Turabian)								
6. How to use quotations								
7. How to paraphrase								
8. How to cite sources in an essay or paper								

9. How to make a bibliography or reference page								
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INSTRUCTIONS: Check all teaching methods and materials you use.

Apps	
Discussion	
Group work	
Handouts	
Homework	
In-class practice	
Lecture	
Online quizzing	
PowerPoint	
Readings	
Recent news	
SmartBoard technology	
Syllabus	
Videos	
Worksheets	
Others:	

## Part 5: Personal Views on Plagiarism (14 items)

INSTRUCTIONS: Read each item then mark how much you personally agree or disagree with the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. There is a singular, clear, and strict definition of plagiarism.					
2. Teachers should not trust a student who plagiarizes.					
3. Including famous and celebrated sayings from historical figures that everyone knows without including the person's name is acceptable.					
4. Plagiarism can be a reasonable and acceptable part of the creative process.					
5. Plagiarism is a serious offense.					
6. Culture plays a role in the definition of plagiarism.					
7. Plagiarism is a threat to academic integrity and the learning process.					
8. An author's words and ideas belong to him/her; such is their property.					
9. Teachers should lose respect for a student who plagiarizes.					
10. Not all student plagiarism is intentional.					
11. Plagiarizing is stealing.					
12. Certain types of plagiarism can be seen as part of learning how to write.					
13. Plagiarism shows disrespect for an author and his/her hard work.					
14. Plagiarism isn't a big problem in my department/center.					

## Part 6: Perceptions of Student Motivations (14 items)

INSTRUCTIONS: For each item, mark how much you agree or disagree with the statement about why students plagiarize.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Students are taking advantage of the Internet and online resources.					
2. Students have too much pressure from themselves to perform well.					
3. Students think assignments are wasting their time and not worth the effort.					
4. Students are given too much work to do by their teachers and cannot finish it all reasonably.					
5. Students do not believe that they will be caught and punished.					
6. Students have too much pressure from their parents to perform well.					
7. Students have a low level of reading and/or writing abilities.					
8. Students do not clearly understand what plagiarism is and how to avoid it.					
9. Students are simply lazy.					
10. Students feel pressure from other students who plagiarize.					

11. Students are not given clear rules and expectations regarding plagiarism.					
12. Students do not think the punishments for plagiarism are strict or serious.					
13. Students do not understand how serious plagiarism can be in other academic settings.					
14. Students have bad time management and procrastination.					

## Part 7: OPTIONAL Free Response (5 items)

1. How do you define plagiarism?
2. In your opinion, what do you think your department/center is doing that is particularly effective in regards to plagiarism education?
3. In your opinion, what do you think your department/center is doing particularly ineffective in regards to plagiarism education?
4. In your opinion, how could your department/center improve its plagiarism education?
5. Use this box to express any other related views and/or experiences not addressed on other parts of this survey.

## APPENDIX B

## Select Follow-Up Interview Questions

1. When you were a student, when did instruction about plagiarism start?  
How was it presented to you?
2. As a student, when did you feel competent that you understood and could reasonably avoid plagiarism? How much instruction and/or experience did it take?
3. How does plagiarism usually look in your subject area/assignments?
4. How does translation factor into plagiarism?
5. How would you define common knowledge? How is it determined?
6. How do you usually catch plagiarism? Which method seems the most effective and/or efficient?
7. How do you determine intent in cases possible plagiarism?
8. What is the parents' role in addressing students with issues regarding plagiarism?
9. Why does GPA-related punishments seem to be seen as the most effective?
10. Tell me about a few striking instances you have had to personally deal with student/s committing plagiarism. What made these instances so striking to you?
11. How often does the topic of plagiarism come up in the teachers' lounge and/or regular faculty meetings? How does the conversation/discussion usually go?
12. How big of a problem is plagiarism in your department?
13. How much of the problem is related to technology and the Internet?
14. Why might most teachers perceive that students believe they won't be caught if they choose to plagiarize willfully?

15. Reflecting on your school's or division's current policies and practices regarding plagiarism as well as academic integrity, what do you perceive is going well? What seems to need to be improvement?
16. Describe the relationship between culture and plagiarism.
17. How much plagiarism should be allowed/expected to happen as students learn how to research?
18. Is there anything that you would like to add that I did not ask about that is related to plagiarism and/or academic integrity?



## APPENDIX C

## Select Follow-Up Interview Transcripts

**Interview #1**

Q: This is the part I really don't want to mess up. Okay, good. All right. Um, so, first thing, based on some of the data some of the data that I've seen and then also some of the other data that I've seen out there, is that concerns about what does plagiarism look like for specific courses and specific subjects, um, from your experience. What does plagiarism generally look like in your classes?

A: In my science classes, it's usually copying a lot of language from online sources, sometimes just blatantly copying pasting whole sections. But other times just copying the verbiage/language without them having the ability to do. So, yes. So, that's what I see a lot in my science classes. And then, just copy from each other as well, especially in grade 10 currently. It's something that's going on where they're overwhelmed, I think. A lot of homework they just blatantly copy work from each other or share work amongst each other, yeah.

Q: That was something that was heavy in our department. We can sympathize/empathize with that one. What about with like translation? Do you see issues with like translation going on with plagiarism?

A: Um, yes, especially this year. Our current grade 10 has a very weak English level and, like, translation is a difficult one. Like, I find that if a student is just struggling with their English in general and just using a translator to put their own thoughts in Chinese first and then translate their own thoughts to English, that's one thing. I, I especially at that stage, I sort of tolerate that

but then them finding Chinese sources and translating those and trying to say that it's their work, that's the one that had more trouble with, em.

Q: Yeah, yeah. What is one of your biggest signs that a student has done that last case?

A: Most of the time just very strange sentences that really don't make sense. Like, you know when they have been using a translator or have been using a dictionary, stuff doesn't make sense, but especially with the translator ones. Yeah, just the sentences don't make sense sometimes or, yeah, things like that.

Q: I see it in ELA.

A: You would be much better at spotting it than I am. I don't read as much of the writing as you view it as an English teacher. But, yeah, I still managed to spot it. That's where it comes in. It looks different for our subject areas. You're having on how much how you're writing or something like this, mm.

Q: Hmm. Another issue that kind of comes up or comes up often actually is what is common knowledge. So, what are some of the thoughts and experiences with this, especially in China?

A: Oh, that's a very difficult one. I actually had that problem with some of my early science classes, right. I have to write a report, and they have to write an introduction and then a lot of the stuff that they need to write about sort of is common knowledge, but not to them. And they have to actively look for sources to figure that common knowledge out, so then I do want them to add a citation just because they have had to look it up. So that's kind of what I do with it or I try to do with it, yeah.

Q: Have you run into like other issues like when you're talking to a student and they're like, "Oh, but I thought this was common knowledge," and you tell them it's not common?

A: Not yet, no. Okay but, yeah, maybe they're just not ...

Q: This might be something that comes up in ELA a little bit more, so, yeah. Another important part of plagiarism is determining intent, and, again, plagiarism looks different in our different courses. How do you determine intent with plagiarism in your course?

A: Yeah, that's a difficult one, like I said. A lot of times it's them being overloaded with homework, I think. What I try to do is I don't go into it too much, first of all, like I try to just handle it in the same way as much as possible when I find that it has to do with them just being overloaded with work. I tend to just try and talk to them to figure out what's going on, maybe give them another chance to do it a little bit more easily. But then, yeah, just once maybe, like, at some point you have to show them that there's limits as well. So, I don't find, like, it's either them being overloaded with other work. Sometimes it's just plainly being lazy, and I know that, especially with some students, you kind of just know, and I just usually have a conversation with them, and you can usually tell what's going on from that, yeah.

Q: And having a smaller department, I think, helps with me, yeah, to know what's going on in our department, yeah. So, one of the big trends that was noticed in the data (like and once the report is finalized, you guys will get a copy of it as you can see it all), but the parents' role came up a lot. And so, could you give your opinion or your experience with like how do you view parents' roles or influence when it comes to plagiarism? It's a big question, just whatever comes to mind.

A: I think it should be more important, and, in our case, we don't have much contact with the parents. So, it's a little bit more difficult to figure out. It's something that parents do need to go through a learning process themselves as well, what I found was last year I taught ESL and at the start of that grade 10 class. I had students bringing me in book reports that were completely copied, and I had a conversation with the students confronting them with like, "This is completely copied work," and the student just says, "Well, yes, but I, I looked this over with my parents, with my father, and we kind of both agreed I would never be able to write something with this quality, and I should learn from having found this report, and I should learn from this report, but I should not attempt to change it in any way or write my own because it's never going to be as good as this. So, it's a learning process for the parents as well, I think, which sometimes we could probably do a little bit better. Like I said, we don't communicate with the parents often enough to be able to, like, show them how serious this is.

Q: Hmm, yeah. We face a similar problem and, even though like we have parent-teacher meetings when we talk to them, you know, once a semester one-on-one through a translator just with them, it's still very difficult to communicate that. Yeah, another thing that was noticed is punishments related to GPA often were favored. Maybe, like, comment on, like, how this is particularly powerful?

A: The thing is, it seems to be the only thing these kids respond to, and, in our program, usually having a talk with them is one thing and, to a certain extent, it helps. But, the other thing they really respond to with any type of behavior whatsoever it's just if it affects their GPA and the only thing they're sensitive to, so yeah.

Q: Mmhmm. Has there been, like, success in kind of hitting the GPA that you've seen?

A: Problem is the policy here is not always consistent, and the only way to do that is to be consistent in it. Yeah, it's a problem and also, like I said, the current grade 10 has a very low level and so low that it took us, like, only during second semester that they were introduced to how to do MLA citations properly or at least a little bit of it, because they just didn't have the skills to do that before that. So, yeah, it's been difficult this year to implement anything sustainable, so I can't really say it's yeah worked one way or another.

Q: Yeah, and I know in talking with Michael that's just been huge. If you don't have the language, how can your experience affect? It's as if you're still in kind of, like, the imitating mode.

A: Yeah, right. So, yeah, so for our current great 10s. And tough current grade 11 and grade 12, they know that plagiarism is just not okay. Usually they get a zero score and then do have a chance to make it up. We would prefer sometimes not to, but, yes, to Chinese management, they want us to give them second chances, yeah.

Q: Striking that balance, yeah. Another one of the hurdles we have to adjust to here, yeah. Have there been any, like, striking instances that, like, when the topic of plagiarism comes up, you're like, "Oh my gosh, like this situation or that situation!" It just really sticks out in your mind?

A: Yeah, last year at the end of the year, we had a portfolio assignment with ESL, and that was supposed to be a second semester assignment through it throughout, which they kind of did different things and kind of gathered as a portfolio as they went on, but it really turned into something where a lot of kids just blatantly took stuff from online and put it in there and was

really not good and ended up giving zeroes for the parts of the portfolio that they just had plagiarized, yeah, yeah.

Q: Did you feel like the message got through in that situation, even, like, at the end of the year?

A: Well, that's the problem. It's the end of the year, and they were focused on SAT. Yeah, they were focused on, yeah, other stuff, so the message didn't get through as much as I would have liked it to get through, yeah, yeah.

Q: It's always frustrating with something at the end of the year happening, and I think we've all felt that before. I've had students at the end of the year tell me, "Oh, I didn't know we couldn't plagiarize for this assignment," and I'm like, "I am taking crazy pills? Am I in Wonderland? What is going on? Have I utterly failed as a teacher?" That's what just happened.

Q: Another thing that was kind of surprising that came up in the data is that teachers seem to perceive that students will cheat or consider plagiarizing because they think, "Oh, I'm not gonna get caught." What do you think about this? Do you see this dynamic or see this attitude hinted at or evident at all?

A: A little bit, yes. I think it's more, like I said, out of time management issues that they have. That's why they plagiarize. And, also, they kind of, especially in combination with the time management, they tend to, if they find an assignment particularly annoying or particularly unuseful, that's when they do it. So, with the portfolio assignment, for instance, there was a lot of work, and they didn't see the point of it. So then, yeah, yeah, just resort to copying.

Q: This is probably one of the touchy ones that came up, and a lot of research has been done about this, and there isn't a consensus quite yet, but the issue of culture and plagiarism

having worked in China for a bit now, what are your perceptions of how plagiarism is dealt with in the West versus how plagiarism is dealt with and seen here in China, in particular?

A: Well, like I said, it's an interesting discussion to have with, for instance, some of the 10th grade students coming in who genuinely want to do good work but kind of have to figure out in grade 10 that doing good work means doing it themselves rather than using words by others and copying words by others to kind of show that they understand the ideas in some way. So, there is a culture difference going on that you do need to be sensitive of, and you do need to really teach, especially the students who start in a Western education. You really do need to teach them, like, how this is viewed from a Western perspective. It's not something that they're familiar with, so I think cultural differences is definitely there, and it's definitely something we should be aware of, yeah, that you definitely do need to be taught what Western society views as plagiarism and, yeah, how Western society deals with studying great works.

Q: Yeah, now what do you mean by great work?

A: That's also much more the Chinese way, great works, mm-hmm, then the Western, and the Western way's studying whatever is within the subject area but, yeah, yeah, so even there there's a culture difference as well, oh yeah.

Q: I appreciate you bringing up the great works idea, because I see it all the time in ELA, and I think this is probably something that I anticipate seeing in other interviews. So, you kind of touch on this just a little bit before, but, this is just a little bit more explicit. When students, like, for example, the 10th graders, as you've talked about them a lot, they're learning how to write. They're learning the process, the thinking behind it. How much plagiarism should be allowed or expected in this process? And I put those two words there just to kind of pull out some more.

A: Expect it, definitely. I think whenever you're learning something, a certain level of imitating what you need to get to is, yes, something that's part of the learning process. So, expected, definitely. You want to teach them as soon as possible to use their own words, especially, like, in their writing. What they also do is kind of look for the most difficult sounding words, yes. You get these sentences that really don't make sense, so getting them to basics and getting them to really use their own words is a huge part of what we start off with. And, in science education, like, in writing lab reports especially, there is a certain type of language that is scientific language, and a lot of it is very similar. Scientists themselves use very similar wording, but it's something that they need to get to. It's something that they need to first be able to use those words themselves and really understand them. Yeah, so, what I try to do is get them to write it in their own words first, and then, once I see what level they're at, then I kind of allow them to start using more scientific language, because I know that they know how to use it, and then it's also their own work, but, yeah.

Q: How do you tackle the idea of what it means to write it in their own words, because I feel, like, this is a struggle for any teacher with writing. How do you explain this or teach this? What are some ways that you have tried?

A: I think, for the most part, it's just, in the end, sitting down with them individually and just thinking, writing, reading out one of the sentences they wrote and say, "Okay, what does this mean?" and if they cannot tell you then you go through it. "Okay, what do you want to say?" and you start with what whatever they come up with, and then you try to refine it. Then you can go to the next sentence, and that's kind of what you do in the start. And I think it's the only way. I, I don't know of any other way to do, but that it takes a lot of time. It's something that's Michael's



particularly investing in a lot of time right now, to get them to do that. I think it's the only way to get them there. I don't know of any other, yeah.

Q: It's something I've seen over the past three years where, like, I try to find different ways to explain it, but, really, it is. I agree with you. It's sentence-by-sentence, yes. You're breaking it down, and it's not simply just structure or word choice. It's also ideas, and you're, like, "How do I do this?"

A: Whenever I read students written work, usually if I think, "Okay, they did not write it in their own words," I just start underlining some of the things that tell me that they didn't write it on their own. And then I point it out to them, like, "This word, do you even know it? What does that word mean? What are you trying to say?" Yeah, it's not the conversation we want, yeah, so it's either during the process or afterwards where I just point things out, and usually I have them rewrite stuff.

Q: So, the two last things, that, in an ideal world and ideal situation, how do you see policies and execution of policies working for your department? Like, what would you think the best-case scenario would be?

A: I don't think it's necessarily dependent on the policy itself but rather that the whole department understands what the issue is, what plagiarism is, how serious it is, and that the whole department agrees on what to do about it. And then everyone follows the same guidelines. I think that's the most important thing and whatever those guidelines are, those are what they are. But, I think, like, that that's the most important thing, I think.

Q: That's something that we struggle with in our school at the moment, and I think a lot of international schools might be struggling with the same issue. Yeah, I think that's the main

thing, yeah. I, I definitely see that in our department as well to empathize, like, we tried to use a document in order to standardize but, then, like, if you don't have Chinese and foreign staff on board and having a similar understanding, if, yeah, teachers aren't making an effort in order to catch it to take the time to invest in that.

A: It takes a long time, yes. This needs to be recognized as well if, yeah, any type of management wants to put in place a policy that really works. They need to be aware of how much time that takes and allow for that time.

Q: And making sure teachers are aware what we're in, for it's worth it. But this is what we're in for.

A: This is part of their job description to do that's not so nice and that they're supported in, but also made aware of it at the start of their job but, that's part of it.

Q: Exactly, yeah. Preaching to the choir. And, last but not least, if there is anything, like, I didn't ask about or anything that you'd like to put out there that you feel it was really important that you'd like to say, like, words of wisdom, other observations, etc.

A: I think the only thing that we haven't talked about that might be of interest is also to look at teachers' backgrounds themselves, because, when I came here, like, in the Netherlands, we do have plagiarism issues as well and, like, we do try to enforce it. But, for instance, MLA format is not something that everyone is familiar with or APA or whatever. It's also important to just have that main part of any type of stuff coming together, especially if they're from different nationalities, to really explain to each other also, like, what do we think plagiarism is and to make sure everyone's on the same page, because I think a lot of the time, especially, well, in our program since AP and stuff all comes from America, it's kind of assumed that we take the

American guidelines for everything, which is fine. But, then, everyone needs to know what that's all right at the start of the year, yeah. I'd have to include this.

Q: Yeah, having a diverse staff, it's wonderful and yet it comes with such challenges. So, I'm actually always so surprised that, like, not a lot of studies have been done about diverse staff regarding plagiarism. You know, it's, like, because it's hard, you know, when I'm realizing, like now especially with that closing comment you had, like, absolutely we have inherent huge obstacles. And, especially with, like, turnover, yeah, with staff, and we see more of that in China to be honest. And, so, we lack stability sometimes. We lack a common understanding and, like, there's lots of stuff going on.

Q: Yeah, I think it's something important to be aware of, yeah.

A: Awesome. Thank you so much for your time.

## **Interview #2**

Q: Okay, number eight. The parents' role. What has your experience or observations been with that?

A: Mostly, I don't think parents can play [a role]. They're a positive role with students because, you know, we are personnel. Our students are more than 68, yes. Also, they have their own outlook and world experience and world of value, so, sometimes, or maybe most time, they do not ask [for] any help, or they don't ask for any advice from their teachers, from their parents. So, I don't think the parents can play the positive effect, mmhmm. So, could you understand the words?

Q: Totally fine. Okay, so, who do you think has more power when it comes to, like, addressing plagiarism if parents don't seem, like, maybe the strongest option?

A: Going to the teacher, sure, that's there. So, but sometimes, just a few times, parents can play the positive effect. So, I want to touch on one of my experience. Then I want to share one example, almost there were two years ago. I had a case who cheated in computer science then I informed their parents. Later the parent, the mother went to school and was really, really sad. Oh, she was sad. And the boy was shocked at her, at his mother's behavior of course, because he really cares. He really, really loved his mother, so, hmm. So, he, he focus on his mother's suggestion, yes.

Q: And you felt that was very, like, successful?

A: So, from then on, the, the boy never cheated.

Q: Oh, yes, example. We love good examples.

A: Yes. So, he depends on the relationship with the parents.

A: I can talk about GPA.

Q: Why is GPA so effective, do you think?

A: Alright, okay. It's up to the offer, okay. You know, uh, actually in high school, in the international program, just focus on several things, a few things, GPA. And their passing such as TOEFL and SAT test. That's actually I think all of their schools could endure a fall couldn't afford the help for the toget has to end and SAT test it so what are what they can do is the GPA. So, could you get my meaning?

Q: Yes. GPA carries weight because it is what they can control.

A: Yes. Actually, GPA is directly with offer, okay, so I want you to show you why. An example. I used to be their high teacher several years ago, so I have actually a lot of experience with, with kids and parents, mmhmm. And I want to talk about my example, okay. One year ago,

not two years ago. Sorry, one year ago, okay, I had two kids, two girls, okay, are really excellent. They are really understands at TOEFL test and SAT. Almost the same score. Finally, only one of them got, accepted offer from Emory University, one excellence university. Why? Because one girl got higher, higher GPA than the other girl.

Q: That totally makes sense.

A: Actually, the same our university only enrolls a few students, okay, among lots of students yeah, so what can decide, mmm. What's the essential factor? GPA and the TOEFL test. So, when these two girls have the same TOEFL test score, okay, so the GPA is essential.

Q: That's what decides, yes. Better offers the students are very aware of this, yes. That makes total sense. Our students are very similar at 101 with GPA. (Oh wait, 10th grade year, that's all they talk about is GPA. They're always watching their GPA.)

A: Yes, GPA. Okay, next. Yep.

Q: Another one that you would like?

A: Actually, I also answer the tenth, uh-huh, yes. 14. What matters most, you see, why students are lazy, bets at same time they won't you get higher GPAs.

Q: Yes. On the survey, laziness was actually rated really kind of high.

A: Yes, but actually there's one thing that some students are not good at studying. So, not always but sometimes working hard. But, also most are intelligent. This kind of students may be kind of cheated, yes, maybe do some cheating work in test because, because they wanna get higher GPA, mmm.

Q: And they see it as the easiest way?

A: And they are not able to do something, yes. They are not able to pass the test, so they find another way, because they want it, higher GPA.

Q: Another one that you feel comfortable with?

A: But I think things, the relationship between cultures, yes, yes, this is one that has been highly studied in past years. So, I was curious what interviewees thought about this. It's a very hot topic in research. I've been to American before several years ago. I know maybe there are several, there are some differences between China and America, mmm. Are you from England or from America?

Q: I'm from the U.S. I'm from the East Coast.

A: Which state, um?

Q: I'm from Ohio. We are really important every presidential election. That's the only time we're important. [Laughter]

A: Your accent a little bit similar to England, yes.

Q: I think it's because some of the people I work with are British and then also some of my friends that I hang out with are also British. So, I think maybe I've picked up the way they speak a little bit.

A: And your appearance is a little bit like an English rose.

Q: I've had other people ask me if I'm British. I like England and roses. You know, I have never been to England but I really want to go someday, so I really hope that I can go.

A: Make time to go. Yes, it's your appearance, a little bit English rose.

A: 16. Mmhmm, from, from my opinion, I think China – actually, I don't think China, our focus strictly on this kind of behavior. Mmm, that's actually in America, okay. More harder than

China, yes, rather than China. So, I want to give you one instance, okay. Okay, so, one girl, one case who went who had gone to Chicago, and she take part in their summer school, and then she took back a lot of stuff. So, one day, I wonder what one day. I wanted to see the stuff but she refused. Why? Because she says the copyright of the stuff belongs to the professors in Chicago, so she didn't show anything to anybody.

Q: Oh, wow. Okay, yes. Very strict.

A: Yes, very strict. And you know, um. So, let me see. Oh, it's really more strict on the rules about copyrights in America than in China. Okay, so sorry. But there are some pirated books in China but not in America.

Q: That makes sense, okay. I'm letting you guide.

A: Okay, so just, er, three items left you, I think.

Q: Okay, whatever you like.

A: 3, 4, or 5, okay, yeah. Totally fine. They are just there are three questions, mmm uh-huh. There was no 7, 17, 18. No, I think you gave me a lot of questions. You cover a lot of aspects. Okay, good. So, you did a good job.

Q: Oh, thank you. Um, it was with plagiarism as I was reading previous research I discovered that there's many different facets, many different sides to this, and so these questions are based off of the patterns that I saw on the survey. What came up was maybe we have a very strong understanding or maybe the majority of people feel unsure about some things, but that's where these questions come from, yeah.

A: I know, okay. Good job. So, we'll continue, okay.

Q: Absolutely, yeah. Yeah, no problem.

A: Mmm, I've been to America before, yeah. 17, yes. Reference is the best. You must see it, yes. You must've cite it. You must highlight how much is cited in your paper. We all see you must highlight, you must highlight the reference.

Q: So, the primary way that you do it is that if they do not have a citation, then you see that as intentional? They're trying to trick you or deceive you or to cover up?

A: Yes, yes. Okay, so they are just three question left, I'm sure, yeah. Yes, 3, 4, 5, 7. Okay, there are just the four questions left. Yes, yes. This may be trouble. I have trouble answering these questions, so I want to talk with Kathy, okay.

Q: Okay, yeah. Okay.

[10-15 minutes]

A: Okay, so first one is about the third one. How does this kind of behavior look in my subject? Okay, so, for example in experiments, the kids gets same data (you know, various people who have various data in the experiment), so if they get same data in their experiment paper, so I'll define this kind of behavior as just one.

Q: That's plagiarism, yeah. Hmm, so, that's like one of the key ways that you see it. We don't want to see it but, like, we have ways of finding it, yes. Right. Any other things that pop to mind when, like, they're doing their lab reports, or is that the main way that it appears for you? What's the main way that it appears in your subject area? You see plagiarism mostly in data?

A: So, behavior?

Q: Oh yeah, so, the data is the main thing that is plagiarized. Hmm. Do they plagiarize anything else?



A: I know. Except data, let me see. You can imagine the situation that some guys can take the procedures really importantly, really successfully, but some guys don't get through the procedures so then they will look at the other people in the same classroom. So, from my perspectives, it's allowed, that is reasonable to reason about. So, mainly talk about data, you need data.

Q: Yes. Would you like the fourth one?

A: Yes. Actually, it depends on, okay, if it's some guy downloads something from the Internet, then cites, it highlights a reference in the paper and they show their own or ideas in the paper. So, I think it's reasonable, mmm, so it depend on that.

Q: The way they're mixing and if they're citing and they have their own ideas?

A: Yes. This is good. 5, yes. So, from my perspective, I think some knowledge is recognized by everyone as common knowledge, such as sun arises from East, yes, such as the kids should study harder to catch success. I think it can work in all of the world, mmm, so our kids no matter they are from England, China, or U.S., they must work hard from their teenager age, okay, and then they can have access to the success and try hard to study and no cheating, no.

A: Yeah, 7. The next last one, okay, the last one. It depends on in class if they have the same assignments, have the same data. So, actually, I'll define kind of behavior as kind of plagiarism. There's a little bit plagiarism. There you go, yes. In the examination, if they take away their iPhone or electronic devices from the pockets, we are defined this kind of behavior as plagiarism.

Q: And you can see some very clear intent with that.

A: They mean to cover. Because they won't look up something from the Internet's from there, from the iPhone. Okay, all of this over. Okay, all done.

### **Interview #3**

Q: Okay, alright. So, first question is, for your subject area, how do you see plagiarism? Like, what how does it usually look?

A: Actually, in my subjects, there are some kind of homework and quiz in the class and examination. And especially for the homework and the quizzes, some skills we'll do, some I mean, they will kind of cheated on during the quiz or homework. It's better, the homework, yeah. For computer science is kind of the difficulty for, for all the students. It's kind of difficult, but for some students smart, or they'll have a very basic level. So, they can do it well and others they can't even couldn't finish the homework 100 percent, maybe just a half. So, maybe they have no adequate time or they have no ability to do it, finish the whole homework. So, they will have some parts and go back to school that morning or just before the class, just before my class, they just answer. It's not so common, but for the whole semester, for some special students, they will do that four or six times.

Q: So, how do you deal with this?

A: Actually, I can, I can judge it. I can see through with the paper. I can see, I know, you couldn't have this past test, so I got ya. Even though you, you have write down the answer but I cannot give you the whole point. And we go for each homework five points, maybe she or he can't get three or four for a lot, mmm.

Q: Hmm. So, just reducing the points and you're talking to them about maybe why this is so important?

A: Yeah. So, sometime later, some students came to me, “Why I hope I can give you the whole paper the whole answer well give me not full score?” I say, “I know, how to help you with it.”

Q: How do they fight back with you sometimes, or how are their responses with that?

A: For AP course, I say, some students say our aim to the AP examinations, so they know, yeah. This time, I check that but next time I need to let off, I mean they need to, I'll say, review or learn the new things as though they can catch up. But, some students, a special senior thing, yeah, for they have so many courses and they have so much for admissions. So, yes, for science, they make, yes. Maybe I cannot attend the AP course examination, I just finish the lowest level so could you give me some, I mean, the lower level homework for them, as I know. But, so, that part's good, and they will give up on them from September until November. All my students will keep going, still studying, studying, studying, but, after the December, some person, they just also give up.

Q: That can be very disheartening.

A: I'm gonna teach you to see this. They're all students. I just hang on everyone, but I endeavor myself and hang up everyone about three months later. Maybe one third students told me, “So, I give up.” “You can just focus on the two third,” I say, “Okay, it's your choice.” So, I can, I have no choice. It's okay.

Q: Sometimes, like, this is a battle. I'm just going to lose, so what can we do? It's, like, “Well, we can't fight all the battles.”

A: You just waste your time. Young students at certain age, during 17 to 18, the whole year, I mean, maybe ten months, you have so many times each day. You have five periods to

learn something new, but you just waste it and then you don't give yourself a chance to show your own ability, mm-hmm.

Q: Yeah.

A: Even when they get three from AP course, okay. Yeah, you have learned something new but they just gave up in the December.

Q: Mm-hmm. It's, like, that desire to learn it needs to be intrinsic.

A: Exactly. If it's just intrinsic. The basic parts.

Q: Then it's, I think, we all see this as a teachers' thing. I saw, for the data for this survey, was it seems, like, as departments, as international schools, international departments, we don't agree or we feel unsure about translation and plagiarism. Like, what is the relationship? Is there a relationship between translation and plagiarism? What are some of your thoughts on this?

A: Since it's a transcript, it's not my job. I mean, I'm not very sure about how the procedure of the creation of a transcript. I just upload my score on Engrade. The next step, I don't know.

Q: What about for common knowledge? If some students will say, "Oh, this isn't cheating. This isn't copying. Everyone knows this." Um, what are some of your views on that?

A: So, well, like, our kids, they're, like, they just did something for useful for themselves.

Q: Just trying to cover up?

A: Mmm. They knew it, but they do it and they just lie to us again.

Q: They think it's, maybe, is an easier way?

A: It's not so many doing it. It's okay, so they do it again.

Q: Another important part of plagiarism is intent. Do they mean to cover it up? Are they trying to trick us? So, how do you decide if they are trying to trick you? They're trying to cover up some type of work?

A: I think it's not so worth just for homework, just for the class. Students, they just think, "Oh, it's a small case. So, I didn't copy all the answers from some parts very difficult for me. So, full score." Yeah, might say, if you did it, grade it. I won't take long with it. It's, how say, it's like the big aspects, for one thing.

Q: It also ties into GPA, yeah, a lot. Right. Like, that is another thing that showed up on the punishments or the online survey, that a lot of teachers were saying, like, the most effective ways affect GPA. Maybe you can make some comments about that?

A: For the GPA, the Engrade system is great. It's very useful methods for us, for teachers, for the audience. So, although, they, few students, may say, "Just because you will grade every time I have homework, every quiz, so I need to get up the score, so I need to copy or just ask some students answers." So, although this things happened, but I can push them. It's a positive effect. So, it's, it's fine, it's great, for the students. The best part is bigger than the worst part, I want to say, mmm.

Q: Hmm, yeah. It's like that. Kind of balance, yeah.

A: That's going on it's worse to going on using the Engrade system, or I just add if there's so many hole, where it's all the system.

Q: Another thing that we kind of don't agree with that I noticed on the survey was the parents' role and the head teachers' role, that it seems, like, when we have an issue with plagiarism we go to parents, we go to head teachers, but we kind of disagree about how effective

this is and when should we use this. So, what are some of your experiences or your perceptions about the, I don't know, the use of head teachers or the use of parents?

A: Yeah, for recent years, I just felt all the parents, they will care about their children, so even some children if some students just do it in the homework or just a common quiz, if you just told their parents, this thing the parents will think, they will reply to teacher that, "That's okay. I will talk to my children," and whatever. But no effect, I think. So, for head teacher, is the best way, I think, or even the counselor, more useful.

Q: Where do you think the head teachers' or the counselors' power comes from?

A: Counselor is bigger than a teacher actually, yeah. Okay, maybe some other teacher, they will teach them the AP courses, so they can have the recommendation later over the score or the GPA. So, students will kind of afraid of their head teacher, but, for this counselor, I think they have so many power to decide which kind of students to apply which kind of the university. So, if students is special for grades a bit over, yet respect them more.

Q: Mmhmm. It's like their end goal, yeah. Counselors related to the end goal, so that's where the counselors' power seems to come from. Another thing that came up with that is teachers have the perception, the idea that students will plagiarize or cheat sometimes because they think, "Oh, I will not get caught." And, so, what are some of your comments, ideas, instances with this because teachers feel this?

A: You mean this, they feel that they won't be caught?

Q: Yes, the teachers look at the students and they say, "Oh, the students think they will not get caught, so that's why students do this."

A: Oh, you mean they're caught. Because, yesterday, in the examination for school, is a mission, I mean, they think they tricked, yeah. Very personally, every teacher just in stand in front. I mean, we will look at everyone carefully for examination. I think it's okay but you just, for the homework, just I say it before you just hand in the homework with for answer. I can recognize which part I think it's you can do it. So, I will use the score to balance it equal for everyone.

Q: Do you think, for most teachers, it doesn't matter? Chinese or foreign most teachers will look for plagiarism, will address plagiarism? Do most teachers do this, you think?

A: I think most of these teacher will do the same thing in order for the similar. I mean, every teacher can see through all the students. I knew how far you did, how many play games you play, asleep in my class, so that's everything.

Q: Mmhmm. Teachers know more than the students think. It's a very funny thing, because sometimes, like, I feel this. The students will be, like, "How do you know that?" And I'll be, like, "I'm not blind." I say it in a nicer way, but [laughter].

A: This is the ninth year for me for being teacher in this school, and I just feel I have the ability to recognize everyone, even if just maybe grade eight or grade seven, you see. "Wow, I knew maybe you, three years later, you can go up to go up to our International Department." But sometimes I don't know why I just see through you and the ability and the score. I can, maybe, I have the ability, yeah.

Q: It's, like, even some small things will give us an inclination.

A: Yeah, it's my decision. I can made it.

Q: Exactly.

A: Maybe just like an intuition. I saw so many students, so I have to observe enough.

Q: There's enough evidence in your mind to see the patterns.

A: Yeah, they have their similar questions, similar way they will deal. We're in a similar way. We will do a better deal with and without, for better or worse [Laughter].

Q: Another thing that came up, and this has been studied very, very widely in the last few years, is the relationship between plagiarism and culture. We're having better developments about this, but we still don't have a strict answer about this. But, according to your experience, what relationship do you see between plagiarism and culture. I know it can be very, very sensitive for some people to talk about this.

A: It's like *Tom and Jerry*.

Q: We feel like it's *Tom and Jerry* sometimes chasing students around?

A: First, for teachers, to me, I think, teacher will stand in front of the students. I mean, I don't how to say the English. In Chinese, with the *jingjie*, I mean, okay, you just control the whole class. You control the whole examination, mmm. For smart teacher, you cannot let it happened. You can stop it in the beginning. Actually, we can see from the students' face or their eyes, so we can do something to maybe stand in front of students or in the behind, so stop the copying others' paper. Or, just we can get some note from there. Yeah, just stop it, I think it's the best ways for teacher to truly see the whole examination. It is kind of different from *Tom and Jerry* and culture.

Q: Do you feel, like, sometimes that the students on our departments maybe have some confusion about what's expected of them? Like, we have Chinese teachers and foreign teachers. Do you think this creates some confusion?



A: I'm a head teacher in Class Milton. I talked to some girls in my class, "Did you?" Some students just told me, yeah, they also feel some kind of the confusion from the culture of Chinese culture and Western. They just said they did their best to, to show themselves to all, trust their teachers. For Chinese teacher, they just do their best to finished homework on time. "We just finish all homework. We just did. We just came in the quiz with full answers." At the meantime, they will do their best for the foreign teachers, yeah, to participate. So many activities, even they don't like it. I'm in fifth years in the department, so I knew international department students that they are so, so tired actually from the grade 10. I knew every day no break five days. So many activities, so many paper. "Please, I'm use, yeah. I knew, and two courses a system also. We need to finish the *huikao* for the certification of high school and also we need to TOEFL, SAT, AP, whatever." The learning, it's much, much, much bigger than just general department.

Q: Yes, and so that just adds, like, there's so much pressure, different ways to do it.

A: So many paper, so many article, so many. I say, yeah, confusion for students, it's so common.

Q: It's almost like we can expect it and kind of anticipate that it's coming in some ways. Something else that was kind of, like, related to that was we don't agree on should we expect or should we allow plagiarism as they are learning and when we cut it off at a certain point, or, like, how strict should we be? How soon should we be strict about plagiarism, like, in the process?

A: During the learning process, just for the common homework, we do some, yeah. I cannot say we allow them to do that, to cheat for the homework, but they can just first time copy

others right and copy others' answer and maybe next time they can understand it. It's good, it's okay, but for examination we strictly stop it.

Q: We need to see individual accomplishment in exams, hmm.

A: It's like, we can control it during the whole semester, maybe the beginning or the learning process, yeah. It's kind of relaxed. I cannot say I will allow you to do it, but you do it. I can understand. But, at the end of semester, for the examination, strictly they stop. It's okay, yeah. It's smart way.

Q: Yes. A lot of research is saying that we should allow mistakes, but there is a cut-off, like you're talking about, where we say, "Now you know, and we are not allowing this anymore," and so this can be very helpful to them.

A: It should be specified for each one, because suppose we may have to focus on TOEFL next week, so, in these two ways, we cannot ask them to finish homework very, very perfect. No, no. It's so, so cruel. I knew maybe some students told me next week I have TOEFL exam or the SAT exam. "Okay, for these two weeks, I allow you 2 other examination to do no exercise in my class, but, after that, you need to catch up, yes."

Q: Yes, and that's, like, a unique challenge that we have for the international department and also for international schools. Like, for the department, you have the national part that we still have to satisfy but then we have the international part we still have to satisfy. And it creates a very difficult situation for us.

Q: Actually, the last one is actually open. So, what I asked about was patterns that I saw on the data. If there is anything that you would like to add that I did not ask about or specific situations that pop into your mind or you're like, "Oh, this was such an example of plagiarism but

it went very well in the end or just went very badly,” or any closing comments. It's a very open one, and whatever you like.

A: For now, I mean, for the red uniform, for the grade 10, yeah, last semester, they just have eight periods each day, and they will say, “I'm so tired.” But so many it is for grades, just grades. They have finished each day, 9 periods. It's okay, and I don't think we have to stop too. We have do the same thing so many years, so it's kind of mature. So, we do need to do some change for students, and the confusion were felt. It's so, I mean, this thing every international department students will experienced. Yes, it is so normal, so, yeah, it's two cultures crash. So, in some confusion, we do need to deal with it. It's okay, maybe long time passed.

Q: It's not something we should feel bad about?

A: Yeah, it's not, it's not a bad, bad thing. It's so normal. It's just to cut across the current problem. This is right and does not here disappear, and we need to intend to solve it, no, I think we need to do it.

Q: It's something that seems, like, naturally, you feel, “Well, it will work itself out in time.”

A: Yeah, yeah. Yeah, time will solve all problems.

Q: When they first come to us, it's very rough at the beginning, but then we come into an understanding.

A: For students, they just experience the three years with one of the teachers. It's my fifth years, I saw so many, so I can't talk. I tell this, “Oh, it's okay. This is normal,” for you can console them. “You don't just experience it. You can deal with it. It's okay. You can do it in the

future. You will see so many things bigger than that. You need to solve it by yourself.” You have to tell students to help themselves and other, later just yourself.

Q: Exactly. Yeah, I totally agree with that now that I've almost finished my third year, and I completely agree with you about this now. You can comfort them, to say, “Yeah, it is okay. You are not abnormal.”

A: Maybe used not for your topic, but, for me, if I'm head teacher for the international department, conflicts, I mean, like hair color and school uniform, I actually know all the rules is from the national department is for 101 is right and is compliment, no compulsory. But, for international department, I mean, all the students, they just accept accepted their Western culture and they want to show themselves and identify their character, so they need to, I mean, hair colors is kind of, yeah, in China, it's kind of a problem. But, in other countries, it's fine. So, I just make it be balanced. Yeah, it's kind of conflict. It's come from some kind of crash for me. As a head teacher, I just make it balance, yeah. It's fine, it's fine. This will go. It's okay.

Q: It's probably difficult things for us right. How do we keep that balance? We want to make the national department happy, but then, also we need to allow our students to explore who they are to start to fit into Western culture.

A: Total different from national part students. We should know it.

Q: Exactly. And we should allow for that, yes. I think we should be done, okay.

#### **Interview #4**

Q: Okay, so the first question about subject area – maybe this doesn't as apply as much – but if you've heard teachers talk about plagiarism, what have you heard them say about plagiarism for their subjects?

A: You mean, the teachers talk about their students?

Q Exactly, yes.

A: Question is what you hear the teachers discuss about their students' attitude about it?

Q: Yeah, their attitude or how they plagiarized.

A: Oh, they have many ways. Even this is a plagiarism? Oh, it's a cheating? I confuse a little bit.

Q: Plagiarism, cheating. Yeah, plagiarism is more related to the idea of you do not give credit to the person who wrote it.

A: Yeah, and the teacher asked me – I'm also a teacher – I hate that plagiarism – and yeah. But the students when they write their essays, their homework as I answer your question, they really need a time, but since the students are always busy for examination pressure, so really, sometimes they are lazy. And nowadays is also popular to use website and go to the website to search. For example, if I gave the students homework, I say, please, you read a book. Please write the summary of the book and then definitely no one – not no one – but some we call “smarter” with the quotation mark some smarter ones – they want to the website to search the summary online. For example, we just learned story about *The Prince and the Pauper*. So, yeah, they like it the story, they like the cartoon movie. But then, after that, I said, “Please write an essay about to this novel, this story,” and then definitely, when you collect their papers, you will see a lot of same sentences they use. Why this happened? And some of them – lazy ones – that they went to the website and they searched the summary on for *Prince and the Pauper* jumped out, even though Google, you know, the website jumped out there are summary already there, hmm. And some students very clever, some lazy, watch they just a copy; some clever ones, they

change the few words, a change the few sentences to blur the teachers' eyes. So that, as a teacher, we said, oh we have to – I do not English how to say it – and we have to means, like a struggle, with the students' intelligence and the courage. We have to struggle with them. Some Chinese saying is don't you know [Chinese words] – wait, resourcefulness. Yeah, you know is a courage, because you need a courage to, to cheat or to copy things, right? Yes, so, students do that. As a teacher, you must be more smart with your students, so you have to, you know, use your resourcefulness and your courage to struggle with your students. It's really, you know, you know, teaching not only to the classroom teacher – after that when they collect their homework, we also need to do extra work like this. Yeah, you, yeah, you, I don't know how to say how to say it clearly.

Q: No, that makes perfect sense. Okay, so like how do you detect it? How do you find it? What do you do?

A: Yeah, I must go to the website myself to read, because, for example, while I'm preparing my lesson, I needed to learn from others, right? So, I see, Oh, this website, they get the summary like this and another website, you know, because this is a common knowledge. We can share in our teaching, so I can get ideas from I'm familiar with that already. But I want my students to get their own idea, so when they copy I can recognize as is possible because I searched beforehand already. I know this, yeah, I know what they said, so if the students – for also the students, the English level is not that high enough, they should use simple words, small words. How can they suddenly use such a big complicated the world? Yes, definitely is a plagiarism, is not an, you know, written by themselves. So, I can, yeah, this is one thing, but because I'm familiar with, for example, the summary already, I'm familiar with it already, but if

the whole sentence was copied, definitely, I can recognize. For another thing, I cannot search all the, you know, you have knowledge, yeah, but I, I'm teaching English; I know my students' English level, so when they submit, made their homework I gave them, when I read some students, even if they make mistakes, I can understand is their own writing. Being a teacher, you are familiar with your students' levels already. Like, if suddenly their writing is higher than knowledge, definitely you can figure out. So, that's the way I can, I can tell, give some students suddenly here to big words, complicated sentence, I think, how can you understand? How can you write that? So, I mean you must copied from somewhere.

Q: Yeah. Another part related to this is how do you determine if they're trying to cover it up? They're trying to trick you and say, "Oh, these are my words," but really it's the words from the website? Like, how do you decide that? Because part of plagiarism is that they're trying to trick you, right? And so, how do you decide that they're trying to trick you or to cover up that they are using another source?

A: How can they? I'm thinking back about my students in the real class. I didn't teach now – I don't teach now, I just head of this program, so my teachers, they are, you know, they are teaching, but I observe all the classes. So, a question again? Let me see.

Q: How is it determined if they're trying to cover up – they're trying to trick you? They're saying like, "Oh these are my words, these are my words," but actually they are not. How do you decide they are trying to trick you and trying to say, "These are my words," actually it's not their words? It's a very strange question, I know.

A: Yeah. I'm thinking, how do they try to blur my eyes?

Q: Yes, exactly.

A: Yeah, yeah, as I said, some we call quotation “smart” students. They know plagiarism is wrong. These bad behavior, you shouldn't do that, but you ought to know they are lazy. They don't want to write every sentence, and that you designed you have to spend a lot of time energy on it. But some students suggest to say, “Oh, we just submit a homework, I want to, to spend my time playing football. You know, I playing games, the computer games. Why I spend so much time?” For why things that they are not – for one things that they don't want to spend their energy on the homework, for other things that their levels still low. They are not able to meet your requirements, so they can't, you know, please the teacher, say, “Oh, I write long essay.” Some lazy teacher do just a tick, and that if let's just see the topic sentence, bottom sentence, and some middle part – they just tick who gave you a good, the perfect. Some teachers are lazy teachers. They didn't to check every sentence, but I shouldn't say, I was a hard teacher for the essay writing each time I collected from the students. I really read carefully every sentence. I can tell, I can even some students write to the vocabulary – I didn't know it – I never taught them this vocabulary. But then they can write it, mmhmm, I know. Nowadays, back forth translation from Chinese to English, English translation. Yes, to use that to translate. If only some words some big, difficult words, they, some words, they used I still think you know they use the translation, the machine translation. But if [mobile rings] – oh, sorry.

Q: That's okay.

A: [Talking on mobile] No, I mean, he said. Oh, I just finished my class. Katie, sorry, please let me know where we can meet. I tell him okay, I will take you there. I will take her. Okay. Oh, because I have, I have another problem. Yeah. Turn off, because, I mean, right.



A: I think how can I recognize, oh, this is a practice, this is not your own homework. Oh, being a teacher, because you must understand their students. So, however how many students, I'm teaching, I being a teacher – responsible teacher – you should be very familiar with your students' real level. Yeah, when, for example, their homework – their translation work, whatever – I say, when they submit it to teachers, you should read the students' homework, essays carefully. From their, you know, writing because you are teaching them for some time already, be a responsible teacher, you should know their real level. Yeah, their vocabulary limitation, their grammar level, yeah. You should know if they wrote a perfect sentence, perfect, yeah, paragraph, definitely you should doubt whether it's – you never taught this before – how can they write the other time? If, in the real classroom, when they answer your question, even small short sentence, they make a lot of mistakes – certainly their homework, it's such good, excellent homework – write a sentence just like a magazine sentence, newspaper sentence. Definitely is not their real work. So, I'm going to go to the students, ask for, “Please read this to me, please explain it to me. What does it mean? If the student really cannot answer, feel awkward, have you point out where did you copy it from. Know that Martha Mother knows. I really in my real teaching, and I can, I can recognize because, because being a teacher you should not be careless teacher, you should be responsible.

Q: And it takes a lot of time in order to do it.

A: It takes a lot of time. I used to always have, I taught three class. Each class has 50 students, so 150, so I hate just one month's writing homework. The others mostly oral exercises in class, but at least one month – three classes this week this class submit writing. Next week, another class, next week, another class, so in a circle. I can, yeah, one week different. You know,

I cannot collect 150 in one week. So, some teacher do, and then they just the read and tick and say good, well done. Then you know if the teacher is so responsible, the teacher cannot really know their true level.

Q: And then maybe it makes the students to think, like, they will not get caught?

A: Yeah, right.

Q: Because the teacher isn't really paying attention, I can do what I want.

A: Yeah, whatever they wrote, the teacher always, "Well done." Especially the teacher see a lot, I was told, they're funny in the examination, a whole examination, and the teacher – most of the questions is ABC, multiple-choice. Right, but there are several questions – just this really happened at another school – and the students we call objective question, answers not subjective. No, subjective not objective. Objective is multiple choice question. But the teacher know nothing about this question, but the teacher – the students – that students they know nothing about the question, but the students don't want their paper, you know, exam paper looks ugly, empty, so the students is just to copy down the question several times. It's a separate time to copy down copy down. And then the question, maybe, he just stop using the question – they just stop using the question mark, but if you use a period. They copy the sentence at one time, and copy another time, copy three times. It seems some words are here, if the teacher not responsible, say, "Oh here or something," tick, tick. That's why the teacher cannot be lazy, that's why the teacher must've read it carefully about to the students' work.

Q: We had a student do the same thing a year ago, two years ago, where the student would just not even give any effort to the test -- would just write the same thing. Write the question and just copy the question, and draw pictures. And that was all that the student did, and

the teachers were just like, "I can't grade this." You know, just like get the student in the office, talk to him and say, "What's going on?" And he's just like, doesn't want to even talk to the teacher. Just like "Eh..."

A: It's like the student's really not able to answer the questions, yeah, ugly with empty space.

Q: Another idea that came up was about common knowledge. Common knowledge is, like, what everybody understands. Oh, everyone knows that you know the sun rises and then the sun sets, that two plus two is four, and that, you know, like, China's in the East and the U.S. is in... This is common knowledge, but, yeah, there's not a very strict definition, we've discovered. Like, where research has shown maybe we don't have a common understanding – what does common knowledge mean? Do you have like opinions or experiences related to common knowledge? Like, information you do not have to have an author for?

A: So, specifically, your question is common knowledge is...

Q: Like, how do you like deal with, or how do you see common knowledge? Students maybe will say, "Oh, but everybody knows this. I do not have to have a book. I do not need to have an author for this. Everybody knows this information." But sometimes – what is considered common – it's actually not maybe common.

A: I mean, we think it's common, but the students know that some people don't think it's common?

Q: Yeah, so, how do we deal with common knowledge? How do we say this is common knowledge, but this is not common knowledge? Because if it's not common knowledge and they write it, then it could be plagiarism.

A: That's a little bit hard.

Q: Yeah, this is a very strange one.

A: Yes, different people have different ideas about common knowledge. This should be common knowledge. For example, Trump start the wall.

Q: Yes, oh, I do not talk about it with my students – I'm too embarrassed to talk about it. I think they might be angry, but I'm also angry.

A: Because I like you so much, you like me also. You know, yesterday there are a delegation came to BRS. They came from North Carolina – 35 teachers. I talked with them, I feel just like a friends, you know. So, this is a common knowledge in common. Oh, nice people are so nice, you know, either you're American, you are Chinese, the people are so nice. But the government always fighting. This is hard. I confuse why I wrote this common knowledge. I wrote this, oh.

Q: I can't like... I just see the numbers, so I don't actually see the names for the survey. If this question is very awkward, we can just skip this question. We can just throw this one away and I'll ask Jeffrey about this. No problem – this one is very strange and much research has been done. This has also been another big idea that came out, that when we have cheating, when we have plagiarism, it seems like we have different opinions about who should be talked to. The student has a problem – who should we talk to? We talk to the student, and who else needs to be involved? And it seems like we have different opinions about the parent's role and about the head teachers' role. So, what is your experience with – you have a head teacher and you have parents, and they're addressing a student. The student has a problem with cheating. This student has a problem with plagiarism. How do you see parents helping with this?

A: Let me tell you a story.

Q: Yes, tell me your story!

A: Yes, it's an American family. I stayed with American families and the father Sam is very funny, the father, he said, he himself didn't get good education. He just graduated from a common education, like a regular high school. Is there American rule anyone must get the education of as a higher... junior high right?

Q: We have to go through high school. You must, we must go.

A: But he didn't, Sam, go to the university, so he didn't have a good education. But he's a very nice man, good temper, but he was with his family with his wife and he has two sons and one son, when I was there with his family, his other elder said he's in grade one. You mean, your America, we say, "Oh, American children when they were your elementary school they just play." No, they study, they have a book, they have homework, yeah, homework. And then he, the father – he's very nice man, I should say – but I got good education. I read my master degree also. So, when I stay with this family, we have very – I just like his mother because Sam is... I had the same age as his mother, so I treat Sam as my own son. I told him my son studied, I'm very strict with my son. How do you do this? How, what did he do? Let me tell you. He want his son – he has two sons – went to grade seven, no grade one – seven years old, seven years old, in grade one. Another boy just five years old, still in preschool. Preschool, kindergarten, yeah. In America, we say kindergarten; here we say preschool. Okay, anyway, the older son, both of them like to play and too much, the jumping, they running, a warm up, buy games and toys. So, father never take care of the children's study, homework. Whenever the students say, "Dad, I have homework to do. I hate this! I don't want to do this!" And the father began to blame the teacher.

They say, “Your teacher so bad, why he gave you so much homework?” So, he always blamed the teacher. But it's Monday morning; he needs to drive the children to school. He needs to finish his homework, but he didn't finish and the father helped him to finish. Yeah, he pretended write the same way, for example, he said write my grade three like this. He said “Write three like this.” But he didn't know how to write 3. He can write very good like this, write good. But he pretend to write very slowly like a child and the writing to help. He said, “This is pretty small, right? Oh, yeah, this is. He said, “Write the first one and the last one,” he write the middle. That maybe the teacher asked write the whole row ten times, “three” for example. You know, he just write the first of three and the last of three the middle part the father helped to write!

Q: Oh, my goodness!

A: If the parents – that's why that depends on the parents' attitude. If the parents like this, if you talk to the parents, the parents will blame teachers, will hate you. But I told Sam, I said, “This is a very wrong thing, Sam. You didn't get a very good education, so your children should get education. You should save money for them for their higher education.” I always like mother's talk. Whenever it's money, you want, go to Las Vegas to play...

Q: Oh, like some gambling.

A: Gambling, yeah, and even though he's doing small business, when he got suddenly gotta sum of money, he'll go to the gambling place nearby. He said, even just the \$20, \$50, I like doing the gambling, but his two children like me so much, they can even call me mother. So, it depends on the parents' attitude to their children, depends on the parents' education and honesty. Yeah, if being a teacher, if you know the homeroom teacher is very responsible, or the parents – very strict parents – you can talk to both of them. But I think you should understand each child's

family's background. If a child from educational, you know, family, you can talk to the parents, but if the parents – sometimes especially for the international school – some parents they are doing small business, but they suddenly make some money, big sum of money – although small business – the family's less educated the parents, so it's no use to talk to their parents. No use, didn't the parents are happy so, "Oh my child is so smart..." Yeah, he can do the work, because in the business cheating themselves, they like to evade the tax from the government.

Q: I have heard this before.

A: Yes, yes, yeah, that's why they make money. That's why they become rich. If the parent's behavior like this, they will in fact affect their children to do the practice in the study.

Q: And so, then you go to maybe a head teacher?

A: Head teacher.

Q: And if the parents will not be, it seems, like, the parents are not helpful, then you go to the head teacher for that?

A: Yes, it's a very funny. If the parents are well educated, the good parents, they even educate their children don't do that! Always the children do the plagiarism, their parents are cheating in business, too. Since they learn the small tricks from their parents. Yeah, I had students like that. At first, you don't know, you call their parents and show their parents homework, and then you can tell the students – the parent's – attitude. It is nothing. Maybe in their heart say, "Oh my my, student's so smart. If you, the, the parent after talking, you know, the parents like this Sam, how are you blame your teacher? It's a something like bitch, and if it marriage so rude, less educated, not honesty – hmm how can educators, yeah.

Q: And then, what can the teacher do in that situation? It becomes a difficult situation for everyone at this point.

A: Yeah, so in that case go to head teacher, yeah, because psychologically the head teacher is responsible to talk with the student. And you be subject the teacher – whatever you're teaching, English or math or physics – you also be responsible to talk with the students to tell them the bad effect in the future. Yeah, I told them, I said, “America, I was told, that there is a software put your essay to search. If the words more than one passage, more than fifty words with the original article, you know, you will you know be canceled your right.”

Q: Yeah, you can lose credit, you can be kicked out of the course. you can be kicked out of the University. If it's bad enough, they will kick you out.

A: Yeah, I told them. I told them this happened. I said that this happened before for some Chinese students who overseas, because when they were in school. I know Jeremy very angry because he thought some students have the fake score for their graduation.

Q: Okay, I've heard about this in other places, other schools.

A: But now BRS is very strict, so I really want – Jeremy does not want to come back.

Q: I don't know, we haven't talked about things recently.

A: I like you so much! I need a good teacher.

Q: I have a contract still for another year. I have to honor my contract.

A: First honor your contract and then...

Q: Jeremy and I can consider.

A: OK, next question.



Q: Let me see here. Maybe just two more. So, the next one is a pattern that I saw, that teachers often see, that if the punishment is related to GPA, the punishment seems to be more effective. So, if a student has plagiarized or cheated, if you hit the GPA, this is what is effective. So, if you can make some comments about that, what you think about that?

A: Yeah, I think that because the GPA for senior high school students, it's so important for their application to college. So, if you know, the higher, they can go to the better university, everybody knows that. So, if really there's a rule say saying your blackness and it's serious, we figured out, we found out and the first time we can give you verbal warning, the first time. The second time you fail in some exam and if you continue, don't be the first that you say you have pressure or you don't you know the rule. You just know, you say, "Oh, I learned from others. I'm not to the writer," you can have the excuse. But if we figured out for three times purposely you just do the plagiarism, your GPA will be affected. So, that's really works for the students. They were scared.

Q: Yeah, it's the same thing we do in our department. If we hit their GPA, then they really understand, and so you can tell them, you know, if you go to America, you will have a really, really bad result if you do this at the university, but that doesn't really make sense sometimes because they can't see it – it's not there yet. But what they see, what they feel, is GPA.

A: Full score is 4, right? For 0.1, 0.2, to another time, 0.3, and other times can affect that.

Q: Exactly, and I think this is something that maybe we can all even do more. Maybe we need to hit GPA more in order to really help them to understand from the very beginning, "I will take away your GPA if you do this. Now you understand how important, right, student?"

Q: Okay, the last one is something that researchers do not agree on. I've read many different articles about it, and this has been a very big area for study to understand, like, what does plagiarism mean. What does plagiarism look like in different cultures? Should culture be considered like when you think about plagiarism? Should you also consider culture as well? So, what have been your experiences or perspectives? Especially working in an international school here, what do you think about this and researchers don't even have a really good answer for this yet? But I don't know, what do you think about that?

A: Yeah, I think different culture really has a different attitude towards this. And, for America, I should say because honesty is the best policy. Children from the very beginning are educated like Washington's cherry tree. Also, education is one way, but in the real society the law plays so important. The democracy idea, the conception and, like, even Trump want to do something, but if the Congress didn't agree with him. Even if he's a president he cannot do it without agreement, right? This is law, so, for the law-society, the plagiarism really, you know, and it's just like a warning, this philosophy. People really, from the very beginning, if you educate the children, you know how bad, you know, how serious the plagiarism is... sorry.

Q: Oh no, that's OK.

A: Yeah, I think different culture really has different attitude or conception of plagiarism. In China, I should say, some people blame the year of Mao's time. I was growing up in Mao's time. During that time, I should say we were poor, but we were educated to be honest and to be loyal. And even my father, my father used to be a judge working in court. And yet he was the head of the court, I even remember he came home with, for example, how do you say with the title?

Q: The case files.

A: Yeah, like the case files with the title. But, if I want I can use the empty part as my homework paper. Yeah, I can write as a draft I can write and then I copy on my textbook, on my exercise book. But because this is a government file, I mean the document, even if it's empty page, but this belongs to the government. This belongs to the court. Not my father: He didn't pay for this, yes, but he took home because we work at home some. I want to use a piece of a sheet of paper. My father said, "Stop, this is my work!" You know, a file for my work, not for your draft. I can give you money buy the paper draft for your math draft. Oh, I needed to do a lot of exercise for the master draft, you know, for a piece of paper. We are not allowed to take advantage of this. That's my time growing up, so be honest very just like rules. But nowadays, after the Open Policy, China changed so much and some people, their philosophy, they believed nothing, no God. They don't believe in communism, socialism. They believed in nothing. They only believed the money. So, they try their best to make money – that's their own philosophy. So, if people grow up in this environment – so through the cheating sometimes they make money. They really become rich. We make money and then the children grown up in this kind of environment, in this family. They thought plagiarism is nothing. This is I just copy something. This is a very funny Chinese saying, we have a Chinese saying about that, I forgot. That means Chinese philosophy because the Chinese people so smart, this is one student actually common student. He's younger than me, and he's in New Oriental School. He came here to help TOEFL, and we talk about the plagiarism, we talk about the cheating on the test, you know. And he said the Chinese people have the philosophy of collaborate using others. This is not bad. This is good, smart. To some people, creatively, they did something and then we just the use this. This is a

good, this is not bad to use it. Why you spend time and energy and the money to do the research? Some people did the research already, so definitely we can.

Q: It's a very practical way.

A: Yes, so, according to this culture, it's a practical way. It's not so bad, it's not that serious. I think different culture has different opinions obviously. Yeah, different cultures, different attitude. And I'm also the definition about the plagiarism, they don't think that this is a plagiarism, they say. Oh, in Chinese we say it's very hard, it's like knowing Confucius saying. We translate, I mean, some people do something in advance, but we learn this science, we learned this technology, we use it. That's why I know Trump punish China so much, because he said my technology came to China and Chinese people learned my technology. And then they copy our brand, they make their own thing.

Q: I have read his statements about this.

A: So, that's why he got angry. For Chinese people, we think, "Oh, this is a way we learn. You did advance the things higher technology, we admire okay, but we learn this and then why are we not – for example, very funny. I use this is Japanese design, but very comfortable. First, they say it's good for women's breast because it's a protector from cancer. Before people use that, you know, cause the cancer with the steel.

Q: Oh right, I've heard this.

A: Yeah, so, after this design, you know, for Japanese, these aren't very expensive. There should be 180 for one. But when one person bought one from Japan and then we brought it back to China, some factory owner, very smart, they found this is really good. And then he copied the shape, designed more beautiful. They use more, you know, good materials when they make, but

the price is cheaper much, much cheaper. So, people definitely began to buy a cheaper one. So, to them this is a smart way. You know, we are all human beings. That you are clever how you made, but I'm clever in this way. I mean, I can make a copy, why wrong? I didn't steal. I just learned advanced design, why this is wrong? And also, like the textbook sometimes, original one too expensive, so we just buy one and make a copy, more convenient, you know. We don't have sell it into a big book market. We don't sell in a superstore. We just let the students who want save money. If we buy one, you need at least two months because the transportation, right. Yeah, if I just buy one copy, I make 10 copies for my students is very convenient for price. In the same time, why sometimes it's just a small – we thought – is this a small case. Why so serious? Yeah, if we tell the truth, the person who created design. You know the person used his time, his energy, if you just make a copy like this, it seems you steal other people's working time and energy. But we can't accept this plagiarism. Normal days in China very – I cannot see popular – I know the college graduate students, and the last semester is the time for them to write the essay. They even come to me. They say, “Oh Martha, I have to go out to work to make some money.” I say, how about your essay, I said? No one really writes the essays. How can you submit? he said. We all go to the website to copy. We all go.

Q: Oh goodness.

A: Yeah, that's a very serious, but that's ten years ago. As I know the Ministry of Education, they required a rule. If it's figured out your graduation essay was copied from somewhere, you cannot graduate from the school. Even if you have the diploma, so you can't sort and then much better now. Ten years ago, so even my students told me, he said, I just go to the website. He said, “No one really write a graduation paper, you know, by himself, and no one do

it.” I said, “Really?” because I just teach them English. They have their subject. For example, they study materials, they study physics. For their graduation paper, they should all submit. And even, they said, even we submit, no teacher really carefully read it. Why we spend time and energy for doing that? I said we could publish it publicly in newspaper. We criticize this. Some plagiarism really bad. Because now I work here for eight years. I went to United States three years ago, altogether easily eleven years already. But this happened 11 years ago, I was in the university: my students told me the truth.

Q: It breaks your heart.

A: Oh, don't say that! Oh, I just to tell, you know, this really existed, so you chose the good topic to do the research. So, we should educate our children from elementary school, very early age, to know. Before we don't know this word. You even see I have pronunciation with “plagiarism” myself because I didn't know this word. We didn't know this is against the law, against the rule. We didn't take so seriously ten years ago. Later, we think this is a really big problem. Many universities did the same thing. And the Education Ministry has official paper saying, “If it is figured out, cancel your degree, cancel your diploma. You cannot graduate anymore.” And then become better and better.

Q: I was reading about this change and that it is having a significant effect. And that change is – it is becoming successful step-by-step. So, I was, like, so happy when I read that. I was, like, good, good, good.

A: Oh, you read article about that?

Q: Yeah, I read an article about it.

A: Because, they figure, I think, some still there are some honest people. They explored this, you know, this new. They say nowadays in universities, why practice become so bad – no one controlled the situation? No one stopped it. Students, you know, the word by mouth. They said, “I just copied from website. But because I changed the title, I changed some content, I changed some words, I change the morning to afternoon and I submit. But most of it.... but just ten years ago, the internet just to become popular. So, they feel it's fresh. “Oh, I can find the same article in, you know, some website. Why not use it?” Also, in publications, yeah, they can't pay. “Oh, this is published in America.” Maybe Chinese they know, so they translate it and they change the some... all the numbers and it became his own. Yeah, but it happened another professor also study in the United States. We made both Chinese and English original one. He knows. He wrote back letter to the administration education or administration – this is a professor really shameful. His professor title was a cancelled. He was kicked out from the university. So, seriously punishment is really work. We must have a punishment. If no punishment, oh, the only normal education, that's not work. Last question?

Q: Yeah, if there's anything you want to add. If there's anything I did not ask and you want to add, that's totally fine.

A: I think your topic – you choose this topic as the old research paper – that's so great, so smart. And so practical.

Q: Yes, it's something, like, because I teach reading and writing. Yeah, I have seen this all of my eight years in different ways and I'm – and I want to know what is...

A: Eight years? Now you teach grade 10 and 12?

Q: I just teach grade 10. Just grade 10.

A: What did you find? ...

[End of recording]

### **Interview #5**

Q: Hey good, alright. Um, so the first question is for your subject area, what does plagiarism usually look like?

A: Well, in history, they have to write a lot of essays, so it's about reading plagiarism, I would say. So yeah, whenever they just copy a citation without referring to it.

Q: Mmhmm. How often does this kind of come up for you?

A: So, when I give an essay to a whole class, I think 25 students, maybe five. It's like 20%. Still quite a lot.

Q: Yeah, what do you do in order to like address it with them?

A: Mmm. Well, beforehand, I already explain to them this is what I consider plagiarism so they do know. And when I still see it, normally it's a first draft, I see it. I tell them write it again. And if they still do it, I just need to fail the essay. Those are the steps that I usually go from.

Q: Does translation play a factor in any of, like, the plagiarism that you see?

A: Good questions. I focus more on opinions. Sometimes, I just see that they should have copied that, and I just check, and that is usually the case, but when it comes from translations, no, I don't think that is part of it.

Q: It's something I see more in, I guess, maybe ELA, but it came up for other parts of the survey. Another thing that kind of throws us off, it seems to be what is common knowledge?



What do we mean by that? How do we define that? What does it look like for our subject area?

What are some of your thoughts on that?

A: Okay, you know, when it it's like really factual. So, for example, Second World War ended in 1945. That is something I don't need to refer to with reference. Yeah, that is what I see as common knowledge. So, those kind of like really clear facts in history that we all kind of know or should know, yeah. Yeah, it comes especially to periods, maybe even people. When it goes to a little bit more in depth, I would say.

Q: Can you give me an example, like a striking example, of, maybe, a recent case of plagiarism, no names necessary, and what happened? And why does it really stick out in your mind?

A: Yeah, just sometimes just copying like copy-and-paste complete paragraphs. That's like happened recently. I was like so surprised that they think they can get away with that. That happens. That's not even about one small idea that happens even in college, I think, but here in high school they copy complete paragraphs.

Q: And, in that answer you kind of touched an idea of when it comes to why we think students plagiarize. A lot of us seem to think that they do it because they think they won't get caught. How? What are your perceptions of this?

A: Yeah, it's so surprising. They sometimes even don't change the letter type or something like that. So obvious. That is something I never saw before, like, that's something I only see in China.

Q: So, would you say there is a cultural element to plagiarism then from your experiences?

A: I think so. I think it's more clear sometimes, you know, back in Europe. Sometimes you still plagiarize, but they're just really minor mistakes in my eyes. They are still wrong, but, yeah, here in China, it's like really copying a lot, and sometimes just having a different letter type and different color of the texts. Like that's something I only see.

Q: So, another thing that's important with plagiarism is intent. How do you determine the intent of the students that they have intended to try to deceive you?

A: So, because I explained it beforehand and they didn't know the concepts, they know what it is, they know what I see as plagiarism. I do feel like there is intent because I explained it beforehand, but I don't think they are aware of how wrong it is. I don't think they see it as a huge crime or a huge offense. I think it is on purpose but they don't see why it is so important not to do it.

Q: Do you try to, like, address as part of telling about plagiarism? Do you try and address that to try and hit home to them, like, why this is so important or strategies for this?

A: Yeah. Yeah, I do but I also see that they are sometimes scared to form their own ideas and own opinions, and they think it's better to just copy what this person says, one is an authority figure, he's respected. That must be also a kind of thing. So, I really try to explain to them like it's fine if you have thought through this. Something I encourage. But that's something they are kind of hesitant, kind of scares them a little bit.

Q: I see this in ELA as well. "Tell me about this short story," and then they're like "Oh..." They want to know the right answer, and it's, like, I'm not looking for a right answer, right? I'm looking for your thoughts. And something else that came up was the role of the parents and the role of the head teacher. A student has been caught plagiarizing one, two, three times,

maybe more. What do you see is the role or the power of the teacher and the role and the power of the parents in this situation?

A: That's a good question, like I told you, my kind of steps I go through. Yeah, and the last step is just to fail the assignment and don't need and never really go a step further because I think the next step would be contacting the parents That's something I never actually did. Yeah, I would say, yeah, maybe it is part of their responsibility. I think it starts with a school working on it. The school is used to dealing with this. I'm not sure if it's justifiable to notify the parents. I mean, it's about your academic achievements but, I would say, contact the parents when there's like a bigger behavioral issue. I don't think I should notify the parents. Like you said, if it happens every time and again, maybe if there's no other way.

Q: So, you see it more as a last resort. I don't have to go to that level. And a lot of teachers I think prefer or, what I've seen, want to deal with it in their own classroom, it feels like. Because it's our jurisdiction, we know how it looks in our subject area and that can be difficult to reach out sometimes about that. Something else that came up is that if you hit GPA, kids seem to respond more and understand more about why plagiarism is so... it is vital that they avoid this. So, if you'd like to comment...

A: Students' GPA or teacher?

Q: Oh, like the teacher...like the plagiarism affects the GPA.

A: Then they become even more hostile towards plagiarism or ...

Q: Oh, yeah. Like, how well they, in general, if you go after GPA, then they'd start to take plagiarism more seriously?

A: Yeah, yeah. I think that is the case. Like I said, they don't even they don't we always realize how important it is. So, when you actually connect it to failing or affecting GPA, then there's influence, right? But, I think I would try to see that there is too important without affecting GPA, that would be great. But they don't really seem like it's a bad thing to copy a person. I think that's really a deep thing in a society, so they need some time to communicate it's so important. And they realize I really need to focus on it.

Q: We need to put weight on it somehow, and you do whatever you need to in that situation. Only two left here. So, with plagiarism, especially if you have like first-year students who are coming in, do you have some anticipations of how much plagiarism you're going to see or you expect so much plagiarism to happen at the beginning? How do you view that at the beginning, especially the beginning of a semester or beginning of a year?

A: Yeah, yeah. I definitely give them like a first, second, and maybe even further draft so they can see what I'm going for, and they can see the requirements a little bit more clearly. So, they realize what is expected from them, so that that helps. Yeah, that's something I do – just make them do different drafts, give them feedback on it, what I expect.

Q: I do a similar thing in ELA, so okay. I totally understand - I circle and say, "Cite, cite, cite. No strategy, thesis statement doesn't exist, you're not refuting there."

A: They're shocked that these are requirements they needed.

Q: Do you have any...let me see here. So, those were the major things, patterns, that seemed to come up in comparison, especially to other research that has been done. Is there anything I didn't ask about or any other striking instances that you would like to comment on regarding this?

A: I think we touched the major issues that I see. Yeah, like the solution, what is the solution. It's something I would like to know if there is one.

Q: I'm trying to see the situations. Hopefully we can maybe address specific areas of it, but even the research that I'm reading – it's so varied and it doesn't seem like...and even the situations we find ourselves in where we have diverse stuff and maybe even high staff turnover, or other things going on policy wise – it creates a tremendous situation for us to try to face and to figure out. So, I am curious to see what is our current situation, so that whatever research has been done before, maybe we can apply some of that to our situation, and see what's the same and what we can do different hopefully.

A: Seems like we're never really able to change it, but just prepare them for college life. Seems like.

Q: And sometimes we feel like we're on our own in that, in our subject areas, and I think we just face a unique situation, particularly in our schools and divisions for various reasons. I'm hoping that out of this there can be a few key points that we can take away from it and see what we can do.

### **Interview #6**

Q: OK, we are recording. First question is about how does plagiarism look in your particular subject area? What are the earmarks of it? How does it generally appear?

A: I'm sorry, I just lost you there, and I just heard the last part, how does it appear? Could you repeat that?

Q: Yeah, definitely. So, for your subject area, what are the earmarks of plagiarism for assignments that you give? What does it generally look like?

A: For me, in the humanities, generally it looks like students are either just copying and pasting from an Internet article or usually Wikipedia -- they're not very creative with that. And so, just trying to portray somebody else's work as their own, and those are the extreme cases. Whereas, a lot of the times, it's mainly that they are just not citing the work correctly. They -- I don't think they intend to plagiarize, but they just, they feel as if it's not important, or even perhaps that they don't know how to cite the work correctly. Or they just don't bother to do it.

Q: You brought up the idea of intent, so, how do you determine intent when you see work that could be possibly plagiarized?

A: I would say if it's a large amount of text that is just obviously copy and pasted, I would say that is intent. When they obviously just know that this is somebody else's work and they're putting it as their own. For me to consider it not to be intentional, maybe it's just one sentence that is highlighting or trying to support what they are saying. And, again, that just goes back to them not being able to cite it correctly. And so I don't feel like they're trying to pass off somebody else's work as their own or they even think that they're doing something wrong. It's just that they're doing it incorrectly.

Q: In the humanities, something that we often run into is issues with translation. So, when you're working with multiple languages for a subject, how do you see translation playing into plagiarism or the relationship between the two?

A: So, if they're translating? So, for example, Chinese into English -- could you clarify the question a little bit?

Q: Yeah, no problem. So, it's something that's kind of a gray area for most people is if you have a student, for example, who's taking a Chinese source and directly translating it and

just saying it's their own, for example. But, how do you see translation and plagiarism interacting or affecting each other?

A: I mean, that's always very difficult to tell if they have a Chinese source and they have translated it themselves and it doesn't really show up on something like Turnitin, or you can't find it done when you search on Google or something like that. It'd be very difficult for us to determine whether that's plagiarism or not. Obviously, I would still consider it wrong, but it would be very difficult to catch.

Q: Another aspect that comes up when we talk about plagiarism is common knowledge and how to define that. How do we, like, help our students to understand that? So, what are some of your thoughts and experiences with the idea of common knowledge?

A: Ah, that's a very good question; I run into this all the time with students. I don't know that I have a very good answer for that, to be honest. Hmm, common knowledge. I usually tell my students that if they can ask three people and they know that information, then it is common knowledge. But that's not a very good measure stick as well, because if they're all studying the same thing then those three people are gonna know it, obviously. But that's the best I can do, I feel, in in that type of situation with our students.

Q: Yeah, it's something that as I've been reading research that people have struggled with, so I don't think there's really a good answer with that either. I struggle with that as well with my students.

A: I would say, if you're in any doubt, then go ahead and cite it. Otherwise, you know, you don't want to take the risk.

Q: Something that came up with, um, punishment and consequences was the roles of parents and the roles of, like, head teachers, and it seems like we're divided on this. We have different experiences and perceptions about parents and about head teachers, so you could maybe just talk about some of your own experiences and perceptions with those two categories.

A: For us, at least working at WLSA Fudan, the punishments for plagiarism have been completely in the hands of the subject teachers, and so we teachers don't have anything to do with that. And parents just have to accept what we have, you know, decided. And so, we have the three-strike policy. So, any teacher who sees plagiarism that they think is severe enough, then we would give them a zero for that assignment. The second time that would be a zero for the semester in that subject, and the third time they would be expelled from school. We take a pretty hard line on it.

Q: Do you feel, like, involving parents in this process has been effective at all?

A: Not really. Not in China, at least. In other countries that I've taught in, yes, it has been, but they have a more westernized standard of what plagiarism is. I feel, in China, just reproducing and copying is not such a big deal. They don't see so much wrong with it, so, unless the parents have been educated overseas, then I don't think that they really understand any more than their students do in that situation.

Q: Something else related to key consequences is that it seems, like, most of us agree that if you hit a student's GPA, they tend to understand the severity of plagiarism a little bit more. What are some of your views on that?



A: I would absolutely agree. I think it's very difficult to get them to be motivated to do anything unless it affects them personally and especially with their grades. That's been the only way that we have found that students will listen to us is if it affects their GPA.

Q: Why do you think that is just it's so effective and so persuasive with the students?

A: Well, it goes back to what I was saying previously, you know, especially in China, there's not the stigma about plagiarism really. There's not a feeling that there's really anything wrong with it. And so, it'd be very difficult to argue with them in a moral way that plagiarism is wrong, but if they see the effects on them personally, then I think they have a much better understanding of it. At least externally they're being told that this is wrong, and so they shouldn't be doing that. I don't know if we can really instill an intrinsic motivation in them until they get into a professional level where they see somebody else trying to steal their own work, but, you know, they're students. I think that's the best we can do here.

Q: Something else that I noticed with some of the data is that it seems like we as teachers perceive that students often plagiarize because they just think they're not gonna get caught. This is one of the top ones that I saw so, um, any comments or experiences with that?

A: Yeah, I would absolutely agree with that. I've seen in the past with teachers who don't pay much attention to it that when I read the papers of those students, I noticed plagiarism a lot more. That's why I try to drive it home to all of my teachers that we need to be vigilant about this type of thing from the very beginning. And so, usually when we catch one or two at the beginning and make it very public that they are being punished for this, then it really drops the number of plagiarism accounts that we have overall.

Q: How do you communicate to your teachers that, like, just how important this is with a diverse staff?

A: Yes, the diverse staff is usually the Western teachers understand and know this already, but we have to convince the Chinese teachers. It hasn't honestly been a problem for me personally because the Chinese staff that we have are mainly the science teachers who don't really have a lot of assessment, that is, you know, that would need plagiarism. It would be, you know, their assessment is more like tests and, you know, problems and things like that. And so, there's not a lot of paper writing or anything like that or need to get external data. Any data that they have they get from the labs that they do themselves.

Q: A big aspect that came out and something that kind of drove my idea behind researching this was how culture and plagiarism interact, and you've kind of touched on this a little bit before. But if there's some other aspects to how these two elements clash, or can or how they interact with each other?

A: Well, I would say, in the West, we have more of a sense of individuality, and so people will see their own work as something that's very precious and they don't want it being corrupted or stolen by other people, and so they're very protective of it. And I think that that's all over in the West, but, in China, I suppose, there's more of a sense of the communal, where, you know, people are just working together for society. And so, they think that anything is up for grabs, you know. If this helps me then that's great, and other people can take my things as well. So, I think, as far as culture, that would play into it a lot. Maybe that's what we're fighting against as far as an academic integrity in that way.

Q: So, let me see, three more. Okay, so the next one is about, like from a personal point of view, and especially as a humanities teacher, how much plagiarism do you expect?

Plagiarism's not good thing, but especially when you're getting students who are new to a different type of learning -- how much plagiarism do you expect? Or what kind of levels of plagiarism should even be allowed in the learning process?

A: That's a good question. I would say, at the beginning of the year, especially for grade 10, because, as you said, there are new students coming into this type of system – this is an international educational system. And so, they probably haven't been very well informed about how to cite work and what is considered plagiarism and what is not, and so we're fairly lenient at the beginning, as long as it is something that we don't consider to be just too terribly intentional. You know, we stress very strongly in our SDP and our colloquy and English classes at the beginning what plagiarism is and how to cite papers correctly. And so, it's kind of a learning curve and we definitely get much stronger after the first month or two and making sure that students are following the rules. At the beginning, if there's obviously just a student who has copied and pasted an entire paper or a large part of the paper, then we crack down on that very hard, because that is intentional. And it's just it's assumed that, you know, that's not right, regardless of what society you grew up in. It's just not okay. And so, we assume that at the beginning. But, as far as the mechanics of it, we're lenient and then slowly gets stronger and stronger opposed to it towards the middle of the semester.

Q: So, in your experience as a teacher, particularly in the context of China, have there been a few striking instances – not using the students names, of course – but that stand out in

your mind in either a very negative or maybe a very positive way as a learning experience for a student?

A: Well, unfortunately, all I can think of are the negative ones. I had a student last year who was... I'm sorry, two years ago, who was a great eleven student and he had been two years into our program, and he knew exactly what plagiarism was, and I had him in a colloquy class. And he essentially plagiarized 75% of his essay from obscure sources he didn't think I would find, but I did and after I confronted him with this, he decided that he wanted to fight me about it and decided he didn't want to take the 0. And so, I went to upper administration and his parents were called in and it was... it was a, it was a very big deal. And eventually it was decided by everyone that he would get a zero, except for him obviously, and he held a grudge about it the entire time. And I don't honestly think he learned anything from it, which is the disheartening part. He was just one of those students who felt that he was above that type of thing and didn't have to follow the rules. But I think that was kind of a personal thing. It wasn't necessarily about the plagiarism itself; it was just about his character and personality as a whole. Overall, I do think I haven't had a lot of extreme cases of plagiarism, and students are open to learning about those types of things. When you when you let them know what is wrong about that, they are eager to fix it because they don't want to have problems in the future. So, overall, I would say that their attitudes are positive, but if it's a severe case and there have problems with it, and they don't learn from it, it's not just about that I'm sure there are in other areas of their character as well.

Q: And last but not least, the closer to any interview, is there anything that you would like to add that I did not ask about. These questions are based on patterns that were seen in the data, so if there's anything else that you would like to add, that is totally great.

A: Not that I can think of.

Q: And that's totally fine there's no right or wrong answer to any of these really. I will go ahead and stop there.